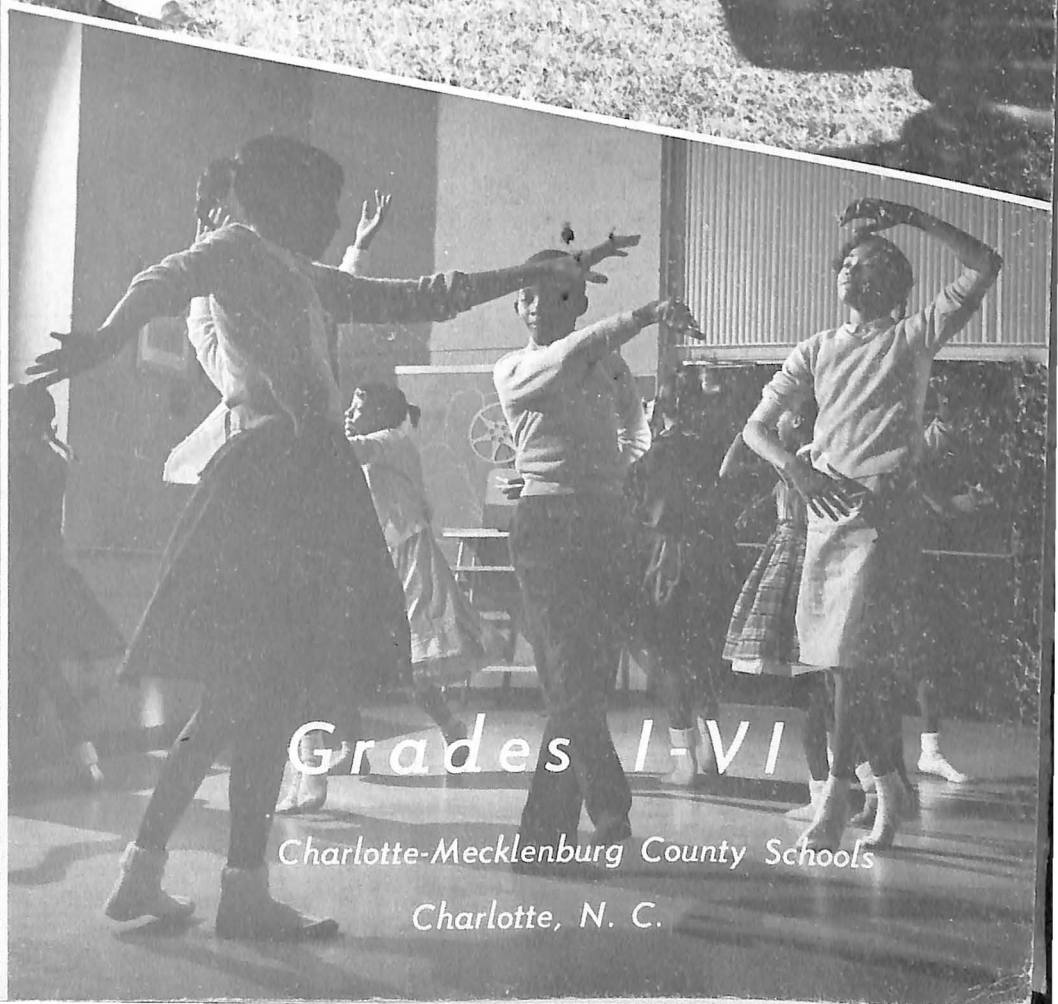


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Grades I-VI

Charlotte-Mecklenburg County Schools

Charlotte, N. C.



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1961
PHYSICAL EDUCATION

for

GRADE I - VI

A Manual for
Classroom Teachers

Fourth Revision, 1961

MECKLENBURG COUNTY SCHOOLS

CHARLOTTE, N. C.



EVALUATION CHECK LIST

SENSE OF BELONGING

- Does each child enter wholeheartedly into activities?
- Does each child willingly give and receive help?
- Do timid children respond?
- Do handicapped children take what part they can?

SENSE OF ACHIEVEMENT

- Has each child found something in the variety of activities which he can do well?
- Has each child shown pleasure in gaining some new skill?

SENSE OF RESPONSIBILITY

- Does each child play his best?
- Do the children make constructive suggestions?
- Do they try to improve skills?
- Do they pay attention to the game their group is playing?

REGARD FOR OTHERS

- Do they keep the rules, being fair to all?
- Do they share turns willingly?
- Are they friendly to others wanting to join them?
- Do they encourage the less skillful?
- Do they remember to keep from pushing and pulling others in the line or group?

FOR THE TEACHER: CLASS MANAGEMENT

- Is there a **maximum of activity per child** during the period?
 - activities started promptly
 - class in several small groups
 - equipment for each small group
 - minimum amount of oral direction
- Is development of skills and habits given some attention in each period?
- Is there reasonable discipline? Do children respond willingly and promptly to signals?
- Do the children enjoy the period enough to express their pleasure?





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Rosalie Bryant re-wrote and arranged the game descriptions.

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CONTENTS

Evaluation Check List

Foreword

Acknowledgments

	Page
Objectives	1
Growth Characteristics	4
Ages 5, 6 and 7	5
Ages 8, 9 and 10	7
Ages 11, 12 and 13	9
Relief Periods	12
Routine 1	14
Routine 2	15
Routine 3	16
Routine 4	17
Sample Routine A	17
Sample Routine B	18
Gymnastics	19
Ages 6 - 9	20
Ages 9 - 12	21
Outline of Program Content	22
First Grade	23
Second Grade	29
Third Grade	35
Fourth Grade	41
Fifth Grade	47
Sixth Grade	53
Suggestions for Planning the	
Instruction Period, all grades	58
Squad Leaders	59
Exceptional Children	60
Description of Activities,	
alphabetically arranged	61

OBJECTIVES

“ . . . IN A

PHYSICAL OBJECTIVES

Endurance
Strength
Body controls
Relaxation
Flexibility
Game skills
Recreation skills

WHY

Performance of daily tasks without undue fatigue

Efficient and adequate physical performance in work and play

Satisfactions

HOW

Vigorous activity continued long enough to induce deep breathing.

Tax muscles beyond the first feeling of fatigue. Increase amount and intensity of exercise over a period of time.

Wide variety of skills

Stretching alternating with relaxation

Movement exploration, often with music

NUTSHELL''

EMOTIONAL, SOCIAL, INTELLECTUAL OBJECTIVES

Release from tensions

Adequacy and happiness

Mental alertness

Feeling of group purpose

Feeling of belonging and security

Friendliness

Respect for rights and feelings of others

Sense of responsibility and self-reliance

WHY

Factors in mental health

Democratic attitudes and processes

Stimulation of judgment and decision

HOW

Recognition of the worth of each individual

Attainment of some success for each individual

Leader-follower responsibilities

Concentration on the game being played (the job to be done)

Reacting with alertness and correct plays in the stress of games; many opportunities for problem solving

Discussions and evaluations

Creativity

OBJECTIVES

FOLLOW

GROWTH

PATTERNS

GROWTH CHARACTERISTICS

Ages 5, 6 and 7

Characteristics

Objectives

Developmental Activities

The growth of long bones, especially the legs, requires

maintenance of the ratio of growth between the long bones and ligaments

by walking on all fours, as in animal mimetics and other stunts designed for stretching.

The normal curves of the spine, which are now developing, require

a sense of erect head position and a center for a straight spine which

will be fostered by balance beam, balancing stunts and fundamental movements to music.

The developing large muscles of legs and trunk should gain

strength and coordination

through active, boistrous games with unrestrained running and jumping.

Muscular development is uneven: large muscles are more developed than small, hand-eye coordinations are incomplete. To help

growth and coordinations of the smaller muscles

use a large ball for group games, and small bounce balls for individuals.

Lungs, and heart which are relatively small are

strengthened and developed

by vigorous games daily.

The heart is growing rapidly and is easily damaged by toxins (rheumatic fever).

As an aid to lessening respiratory infections try to establish

the health habits of covering coughs and sneezes, keeping fingers away from nose and mouth, and wearing clothing appropriate to the weather.

Characteristics

Objectives

Developmental Activities

Eyeballs are still growing.

To protect normal development of the eye

use a large ball for group games.

At this level, children can stand straight and sit well, but have an urge to action because of the growth processes in the body.

To encourage development of good posture habits

discourage slumping by frequent opportunities to stand; and in story plays and games, make frequent use of the words "tall" and "straight."

The short attention span and susceptibility to fatigue require

adaptation of activity periods to these characteristics.

Several short periods per day are better than one long one. A ten to twenty minute period is adequate for one time.

At this level each child demands attention and wants his turn.

To develop desirable social-emotional habits and attitudes, use

simple group games with the individual "it" element. Learn games in large groups but have most play in smaller groups to increase the number of turns per game.

At this age curiosity and imagination are strong.

To increase the ability to communicate,

dramatic, creative and rhythmic activities are needed for expressing in movement what cannot yet be expressed in words.

Sex differences are so slight that boys and girls play together in all activities.

GROWTH CHARACTERISTICS

Ages 8, 9 and 10

Characteristics

Objectives

Developmental Activities

The slow, steady growth of the long bones needs

plenty of activity for best development.

Stunts for legs, arms and upper trunk stimulate proper growth. Running, throwing, climbing and jumping are needed.

The increase in the lower curve of the spine may become too great without

attention to developing a sense of the correct pelvic tilt. This is done by

walking tall on tiptoes, attention to posture, and basic gymnastics.

Small muscles are developing.

To bring into balance the newly developing muscle groups, use

stunts and exercises which involve coordinations. The polka and other dance steps are valuable.

Increasing hand-eye coordinations

permit development of the finer movements in

games involving use of the softball and more intricate patterns with the bounceball.

Posture is likely to be poor especially with slender types.

To continue development of a good posture sense

see that furniture fits the child, prevent slumping by relief periods, and have plenty of vigorous activity. Children should feel that good posture is comfortable.

Characteristics

Objectives

Developmental Activities

The heart develops more slowly than the body, and lungs are not fully developed.

To strengthen and develop these organs

have vigorous games daily. Rope jumping and jumping in place are good. Normal protection occurs in informal games because the skeletal muscles tire before the heart.

The slowly developing heart should be

protected from being taxed by overstimulation.

There should be no competition with those who are stronger or more mature. These children play hard and do not recognize the need for rest. Competition under pressure can excite them to go beyond the point of safe fatigue.

At this level the child can cooperate better; is interested in teams, leaders and organized games; desires prestige, can take responsibility.

To foster good socia-emotional habits in leading, following and in sportsmanship

use squads, definite instruction in leading and following, and team games with more rules. Each child has a place in the group, has responsibilities, and is needed in that place.

Characteristics

Objectives

Developmental Activities

The child has a wider range of interests and a longer attention span.

To adapt to these characteristics

have a longer period per day (30 – 40 minutes) with more varied activities including seasonal and recreational games.

The child is willing to practice to acquire skills, likes daring, and gains self-confidence by excelling.

To provide full opportunity to develop body controls and strength and endurance

use individual stunts for skills and strength, and difficult stunts and games to offer challenge.

Since the eyes reach full growth at this level, the game of modified softball may be used successfully toward the end of the third grade.

GROWTH CHARACTERISTICS

Ages 11, 12 and 13

In this period sex differences are developing with a strong interest in the latter part of the period.

To adapt to the differences and to provide wholesome outlets use more team games for boys and more small group games for girls, but

not to the exclusion of co-recreational activities. Include social dance. Both boys and girls like help with "what to wear" and "proper manners" for social occasions.

Characteristics

Objectives

Developmental Activities

The rapid growth during the "pubescent spurt" may cause awkwardness and poor body control if bones grow faster than muscles.

To stimulate muscles to keep pace with the growth of bones

emphasize plenty of vigorous games and stunts which involve strength and coordination.

The increasing size of large muscles and the adjustment of small ones require exer-

cise to develop power and coordination.

There should be plenty of running, jumping, dodging and kicking.

Restlessness is an accompaniment of rapid growth.

To give opportunities for relief from sitting use relief

routines as "capsule work-outs" after 45-60 minutes of sitting at work.

Poor posture is likely to become a habit due to the

To maintain development of good posture above conditions.

include posture exercises to foster a sense of correct body alignment along with vigorous play to strengthen the muscle structure.

The heart is not growing as rapidly as the body; blood pressure may drop; more rest is needed.

To provide exercise to stimulate the growth of the heart, yet to protect against over-fatigue

the teacher must limit the length of strenuous activity to 45 minutes or less in normal game situations.

Some children enter too many activities and go beyond normal fatigue, girls more than boys.

To protect the children from over-activity.

the teacher must note cases of chronic tension and check the cause. Limit the activity to the child's strength.

Time is a strong urge for prestige.

To foster development of desirable social habits

use squad leaders and assign individual responsibilities.

There is a great interest in outdoor activities, a keen desire for competition and latest in adult leisure-time activities.

To foster in all children an interest in some active game which is necessary for future health and vigor

a good variety of highly organized team games is used. The sedentary child should be helped to enjoy some outdoor activity suited to his ability.

At this level children like danger and daring.

To help development of body power and control

use self-testing stunts and games that challenge real effort.

RELIEF

improves

posture

and

alertness

ABOUT RELIEF PERIODS

A relief period gives the children a change from sitting and a chance to indulge their natural desire for activity; it stimulates circulation, stretches muscles, and relieves mental fatigue. Relief from sitting combined with some vigorous stretching is one factor in helping develop better posture.

A relief period should be given in grades 4 - 6 between "lessons" or at least midway between the usual large breaks in the daily schedule. The large muscles are growing rapidly and require much activity — one reason the children become restless when required to be still for long periods. Vigorous muscular activity is of great importance to posture, but special exercises designed to give the "feel" of proper body balance are also needed for the child to learn what good posture in himself really is.

Sitting posture is often poor. When you notice many in the class in poor positions (discussion periods are often good times for this), and it is not convenient at that point to stop for a relief period, have the children stretch, then sit "tall" with hands clasped on top of the head while the discussion proceeds. This will give a slight relief and will help counteract the dulling effects of a slumped position.

Stale air is an insidious enemy, particularly in the winter when windows are closed. When you find your class dull and unresponsive, try this for a quick "wake-up": open all windows wide, have the children stand and do Windmill vigorously for half a minute, close windows, readjusting them for better ventilation. The waving of many arms helps change the air in a hurry and the children are stimulated. The fresh air warms quickly. (Windmill, p. 14)

Time given to a relief period is short (3 - 5 min.) but if the movements are vigorous this short time is most beneficial. When exercises are first presented they should be done slowly and easily enough so that the teacher can check correct performance. This is important because the exercises are designed to develop certain muscular habits and body mechanics. Incorrect performance would negate this purpose.

After the exercises are learned, they should be done vigorously, briskly and long enough to induce deep breathing which is a very important element. Without exercise-induced deep breathing, much value is lost. They should also be done in a relaxed mood and spirit of fun, for laughter and good humor are desired outcomes (mental health).

The teacher or a competent pupil leader should count in a brisk tempo to set the rhythm, to stimulate exertion, and to keep the exercises from lagging toward the end. It is a happy addition if music can be used. If a record player is in the room, a march or folk dance record played once through will give a complete work-out in three minutes. In this case, the exercises are done one after the other without pause throughout the record. The teacher can either call the changes, or the class can plan a routine which they memorize in order to do it through without prompting. In planning a routine like this, make an alternation of exercises for different body parts.

RELIEF ROUTINE 1

1. **Free stretching** while windows and music are made ready.
2. **Chopping Wood.** (trunk and shoulders) Feet an easy side stride apart. Both hands clasped over one shoulder. Swing hands down hard toward opposite foot, going as low as the shin, and return to the shoulder. Ankles, knees, back and shoulders should be springy and flexible, not stiff or choppy. The movement is a wide, free-swinging one.

COUNT: Down, up down, up. 8 times each side

3. **Narrow Space.** (posture, for feeling of correct alignment of body parts) Pretend to squeeze sideways through a narrow space. Make yourself tall and thin . . . The teacher should watch for abdominal muscles pulled UP, neck stretched long and flat in back, chin in normal position. Other instructions for children are: chest high, stretch TALL. Take a side step through the space then step back again.

This is a slow movement for stretching tall. Try to retain the tall posture afterward and use it when the class goes to the library, lunchroom, etc.

COUNT: Step . . . over . . . step . . . back . . . If done to music use a whole measure for each cue word.

4. **Partial Knee Bend.** (to stretch legs) Form I for posture and poise.
count 1, rise on toes, hands on hips, heels together, toes out
count 2, bend knees out over toes, go down to half squat
count 3, rise, still on toes
count 4, lower heels

NOTE on partial knee bends: do no more than four at a time, and do them occasionally. These muscles are usually exercised adequately in games.

5. **Cowboy Throwing Lasso.** (trunk and shoulders) Feet an easy side-stride apart. One hand overhead holding the lasso, the other about waist high as if holding the lower end of the rope. Swing hand in a large circle around overhead 7 times (starting forward) and finish on the 8th count by stretching the arm forward and upward as if throwing the rope. Circling should not be too fast, but should be a vigorous swing involving the whole body.

COUNT: Around . . . around . . . Repeat with the other arm. Either one or two counts to a measure.

6. **Unfolding.** (posture, relaxation and spine stretch) No music for counting, but soft, relaxing music may be used if desired.

Stand with feet slightly apart, parallel, toes straight ahead, Bend body forward and relax it, head and arms hanging limply, hands nearly touching the floor. Be sure neck is relaxed. Begin to straighten at the base of the spine, and come up "one vertebra" at a time until the body is tall and straight. During and after lifting, tighten the muscles at the back of the thighs and in front of the abdomen to set the proper position of hips and lower back. When upright, stretch tall from heels to crown of head, arms remaining relaxed at the sides and shoulders relaxed. Repeat two or three times.

RELIEF ROUTINE 2

1. Free stretching while windows and music are made ready.
2. **Chopping Wood** from Routine 1
3. **Bundle on Head.** (posture, feeling of carrying head high, correct alignment) Stand TALL, and put a light object on the head (a handkerchief will do). Keeping the chin in normal position, the shoulders down and relaxed, push the crown of the head up hard against the "bundle" to hold it high. Walk a few steps forward then turn and walk back. Good to practice when going from the room to the cafeteria, etc. No counting. Key words: TALL, HIGH. Progression: Do the same without anything on the head.
4. **Deep Knee Bend.** (legs and lower back) Form II for strengthening the lower back.

See note about deep knee bends on the preceding page.

Count 1, stand tall with feet about 6 inches, apart and parallel, hands on hips
Count 2, full squat, feet remaining flat on the floor and arms extended straight forward. The head is also forward of the knees.

Do this rather slowly with smooth, easy movements.

5. **Windmill.** (trunk, arms, shoulder). Place feet very firm in a side-stride position. Beginning with one arm forward and one back, slowly turn them in a circular motion similar to the swimming crawl stroke. Keep the elbows straight but relaxed, and the fists lightly closed to prevent the rush of the blood into the fingers. The arms move loosely from the shoulders as if the fist were being whirled around like a weight on the end of a string. As soon as the correct movement is established increase the speed. When the exercise is done correctly, the body must be well braced to withstand the heavy pull of the rapidly flying arms and at the same time must twist slightly from side to side with their movement.
No count. Continue about 30 seconds.

6. **Unfolding** from Routine 1

RELIEF ROUTINE 3

1. Free stretching
2. Windmill from Routine 2
3. Bundle on Head from Routine 2
4. Cross-cut Sawing: (trunk) Partners face each other, left foot forward and the hands one above the other as if holding the handle of the saw. (It helps wonderfully if someone can bring a cross-cut saw to class). As one partner leans back, the other leans forward, then reverse. The motion is a smooth, rhythmic, swaying one, but should also be vigorous.
Back: weight on right foot, trunk inclined back, hands drawn back to right side.
Forward: weight on left foot, trunk inclined forward arms stretched forward.
COUNT: one, two or saw, saw
Two counts to a measure.

If a saw is not available, a yardstick or a broomstick will help give the idea although the vertical handle will be missing. With the foot position, and the necessity of pulling the saw back across the front of the body, the body movement is oblique: from forward left to backward right.

5. Running in Place. (general "tune up" for the whole body) Although running is a fundamental activity, many children acquire poor performance habits in doing it. Attention should be given to the correct form for efficient movement.
 - If running in place, the body should be held straight and tall. If actually running a distance outdoors, the body should be inclined a little forward.
 - The arms swing straight forward and back; bend the elbows and close the fingers lightly.
 - If running in place, the leg movement is up and down with knee lifting and landing lightly on the toes. If running a distance, the feet and legs move straight forward and back with the weight on the balls of the feet. The heels do not strike the ground.
 - Landings should be light with knees and ankles relaxed to absorb the shock.

For practice in the classroom, begin with about 15 seconds gradually increasing to 30 seconds. Carry over the practice to outdoors, giving attention to form.

RELIEF ROUTINE 4

1. **Free strenching**
2. **Cowboy Throwing a Lasso** from Routine 1
3. **Narrow Space** from Routine 1
4. **Pumping Up a Tire.** (trunk and arms) Stand with one foot slightly ahead as if on the tread of the pump, and both hands together as if holding the handle. Pull the handle up by straightening back and drawing the fists up to the chest. Push the handle down with a vigorous thrust of the fists toward the feet, but don't go lower than the knees.
COUNT: Down, up 8 times
5. **Teamster Warming Up.** (general "tune-up") Jump lightly with feet sideways and arms overhead; jump again crossing feet and hugging arms around body.
COUNT: one, two 8-16 times
6. **Rag Doll.** (relaxation and posture) Feet slightly apart, toes straight ahead or very slightly turned in, and knees slightly bent. Bend the body forward letting the arms and head hang limply, the hands nearly touching the floor. Bounce the body gently 5 or 6 times, leaning slightly in different directions at random, as a rag doll. Then raise the body as in Unfolding. Repeat 3 or 4 times.



General suggestions for further routines: Use any of these exercises and combine them in different ways, also making use of suitable gymnastic exercises. A relief routine should contain something for arms, legs, trunk, and relaxation. Here are sample routines that may be learned and done to music. Use any 4/4 time. Many folk dances will be suitable. These are suggested: Bummel Schottische RCA 45-6177, Tantoli RCA 45-6183, and Bleking RCA 45-6169.

ROUTINE A

- I. "Knee touch and bend" Hands on hips
 1. Touch knees
 2. Full squat, arms extended in front, palms down
 3. Touch knees again
 4. Back to position, hands on hipsRepeat three times, using 4 measures in all.
Chorus: step hop in place swinging arms and legs out to sides, knees and elbows straight. 4 measures.
- II. "Propeller" Stand with feet apart, bend forward.
 1. Swing right hand to touch left toe, left arm extended opposite.
 2. Swing left hand to touch right toe, right arm extended opposite.3 and 4 repeat 1 and 2
Continue for 4 measures.
Chorus

III. "Body Rotation" Stand with feet slightly apart and hands on hips.

1. Bend forward
2. Bend to right side
3. Bend backward
4. Bend to left side

Continue for 4 measures then repeat chorus.

ROUTINE B

I. "Arms"

1. Arms stretched sideward, palms down
2. Rotate arms up and back turning palms up, rise on toes, chest up, head back
3. Back to position 1
4. Arms down at sides.

Continue for 4 measures

Chorus "Scale" Begin with feet together.

1. Lift left leg back, point toes, extend right arm forward. Stretch.
2. Rise on toes of right foot.
3. Begin coming back to place.
4. Back to beginning position.

Repeat opposite then repeat all, making a total of four measures.

II. "Apart, together" Start with feet together, hands on hips

1. Jump, placing feet apart
2. Jump, feet together
3. Jump, right foot forward
4. Jump, feet together

On repeat use left foot forward, then repeat all for a total of four measures.

Chorus

III. "Knee hug" Begin with feet together

1. Lunge forward with right foot
2. Bend down and hug knee to chest with both arms
3. Back to place
4. Stand tall

Repeat with left foot

Continue for 4 measures

Chorus

GYMNASTICS

the key

to a

beautiful

body

BASIC GYMNASTICS

Fitness is not merely a matter of "big muscles," but includes a well-trained, well-balanced body that has resiliency, flexibility, good coordinations and a more-than-adequate response and recovery.

Gymnastics is a part of the program particularly well suited to develop fitness as described here. "Gymnastics" means exercises that develop strength, flexibility, agility and body control, and, as such, may be practiced at any age level providing suitable exercises are chosen.

The purpose of gymnastics in our elementary program is to give all boys and girls such training as will improve their posture and their control and use of the body.

Ages 6 - 9

Exercises

1. Arm positions and movements. Teach and explain symmetrical positions.
2. Sitting position, arms overhead, legs together and toes pointed. Touch toes, then "bridge": lean back, put hands on floor behind and lift hips making a straight line from heels to shoulders.
3. Turn from sitting position to stomach without using hands. Body twist.
4. Swan dive position, lying on stomach: knees straight, toes pointed, arms straight in front.
5. Tuck: draw knees up to chest, hugging them up tight with arms. May be done lying on back, sitting, or standing, one leg at a time.
6. Jump from knees to feet.
7. Exercises done in hand and knee position. One is: bend right knee up to forehead then straighten the leg and lift it high in back at the same time lifting the head to look at ceiling. Swing the leg down and sideward to touch the floor with toe on a line with the supporting knee and turn the head to look at the toe. Swing the leg back up and then down to place. Repeat with the other leg.
8. "Scale:" balance on one leg lifting the other in back. In modified scale for beginning, the leg is lifted only a few inches.
9. Lie on the back with hands on thighs. Raise the head and look at the toes. Lower head. Repeat several times. This is to strengthen the abdominal muscles.
10. Lie on back with the knees bent and the feet flat on the floor close to the buttocks. Hands on thighs. Raise the head and shoulders high enough to slip the hands up to the knees. This is called "modified sit-up" and **NO OTHER FORM OF SIT-UP** should be done in the elementary grades.
11. Lie on back. Keeping the head on the floor, pull one knee back to chest while the other leg remains flat on the floor. Alternate legs, 5 - 8 times each. Helps correct or prevent sway back.

12. Modified Mule Kick. Hands on floor. Kick both feet up, not too high (about half-way between the floor and the upright position).
13. Bouncing for endurance, such as straddle hop or rope jumping. Work up to three minutes continuous jumping.

Basic tumbling

Forward roll, starting from crouch, then from stand
Sit-through
Cartwheel

Ages 9 - 12

Exercises

1. Combine symmetrical arm positions with leg positions.
2. Use exercises given for ages 6 - 9 as mass exercises.
3. Use the exercises as a routine done to music. (See pp. 16-17)
4. Use the positions in movement instead of standing in place, as, walking, hopping, leaping, etc.
5. Endurance: continue three minute bouncing, using any combination of leg and arm movements.

Basic tumbling

1. Forward roll to feet, finishing at "attention"
2. Backward roll to feet, finishing at "attention"
3. Cartwheel
4. Mule Kick
5. Round off
6. Handstand, with support
7. Jump and spread eagle or jack-knife. Use mat.
8. Sit-through

Free exercise:

A combination of any of the exercises and basic tumbling into a routine. Encourage the children to compose their own routines after they have accomplished a few of these:

1. Forward roll to stand, jump and spread eagle.
2. Mule kick, jump and jack knife.
3. Jump, jack knife, round off.
4. Bridge, tuck sitting, turn to side straddle and complete a sit-through, ball up to tuck sitting.
5. Compose own routines. One movement should follow another in smooth sequence. The starting and ending positions are important. They should be controlled and finished in appearance.

STEP BY STEP

building

skills

and

poise

. . FIRST

F A L L

SKILLS: Running without falling

Running with a group

Fundamental movements with and without music

Tagging and dodging

Toss throw and arm catch with a volley ball slightly deflated

HABITS AND ATTITUDES

Standing in a group

Forming a group by walking, not running, in responding to hand signal

Waiting for turn

Cooperation in giving everyone a turn

Courtesy toward mistakes

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (approximately 8 periods per month)

London Bridge

Farmer in the Dell

Looby Lou

Oats, Peas, Beans and Barley

Fundamental movements with music: walk

Mulberry Bush skip

Did You Ever See a Lassie run

Saturday Afternoon

Boys and Girls A-Dancing

The Muffin Man

GRADE . .

HUNTING GAMES (approximately 6 periods a month)

Duck, Duck, Goose

Old Mother Witch

Walking Tag

Cat and Mice

Skip Tag

One, Two, Buckle My Shoe

Squirrels in Trees

Animal Chase

Tap Jack

Charlie Over the Water

BALL HANDLING (approximately 6 periods a month)

Toss throw and arm catch

Toss Ball

Teacher Ball

Circle Pass Ball

Before Thanksgiving have a thorough review trying to help each child perform the throw and catch correctly.

INDOORS, as needed

Chase the Animal Round the Corral

Object Touching

Skip on Crosses

Fundamental movements to music

Line Walking (for foot position)

What to Play

Railroad Train

King and Queen

. . FIRST

W I N T E R

SKILLS: Skipping in a circle with a partner
Fitting movements to those of partner
Increasing strength and control of body

HABITS AND ATTITUDES:

Choosing partners promptly
Increasing freedom of expression
Physical courage in attempting new stunts

In the following lists, the intentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 12 periods a month)

Soldier Boy
Big Grey Cat
How D'Ye Do, My Partner
Adapt others to Christmas theme
Creative rhythms
Hippity Hop
Skip Around Your Partner
Walking with My Partner
Creative rhythms
Sevens and Threes

INDOORS, as needed

Magic Carpet
Review from fall
Bean Bag games
Squirrel and Nut
Good Morning
Pussy Wants a Corner

GRADE . .

STUNTS (approximately 8 periods a month)

Mimetics and story plays about Christmas

Farm Unit: Duck Walk

Chicken Walk

Frog Hop

Rabbit Hop

Pony Trot

Circus Unit: Elephant Walk

Camel Walk

Lame Dog Walk

Crab Walk

Trained Seal

Begin basic gymnastics as listed for ages 6 - 9.

Four or more stunts done in good form and with good body control should be achieved by each child.

. . FIRST

S P R I N G

SKILLS: Hopping and jumping with good balance and rhythm

Jumping a distance equal to own height

Bouncing large and small balls, judging distance and direction

Vertical toss

HABITS AND ATTITUDES:

Control in the exciting parts of the game: specifically, waiting for turn to jump, waiting for signal to run

Good-natured playing

Cooperating with the leader

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 7 periods a month)

Creative rhythms

Danish Dance of Greeting

Go Round and Round the Village

The Thread Follows the Needle

Hickory, Dockory, Dock

Review year's dances

INDOORS, as needed

The Huntsman

Kaleidoscope

Jack Be Nimble

GRADE . .

HUNTING GAMES (approximately 5 periods a month)

Bird Catcher

Brownies and Fairies (multiple IT)

Jump the Brook

Hopscotch

Caged Tiger

Flowers and Wind (multiple IT)

I Spy

Tag variations

Review favorites of the year

BALL HANDLING (approximately 8 periods a month)

Call Ball, with volley ball

Bounce and Catch, with playground ball

Center Base

Ball Stand

Center Basket Throw

Bouncing small balls

In reviewing for the year, try to see that each child performs the skills correctly.

Average achievement for this grade is to throw accurately at a distance of ten feet.

. . SECOND

F A L L

SKILLS: Running with a group without falling
Jumping and hopping with good form and rhythm
Tagging and dodging
Two-arm shoulder throw and hand catch with a volley ball

HABITS AND ATTITUDES:

Standing in a group
Forming lines and circles without holding or pushing
Sharing turns, cooperative attitude
Courtesy toward mistakes
Good-natured playing
Cooperating with leader
Responding to signals

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 8 periods a month)

Review first grade singing games

Rig-a-jig-jig

Go in and Out the Window

Hokey Pokey

Review first grade partner dances

Bow, Bow, Belinda

Fundamental movements to music

Jolly Is the Miller

Push the Business On

Chimes of Dunkirk

GRADE . .

HUNTING GAMES (approximately 6 periods a month)

Duck, Duck, Goose

Germ and Toothbrush

Skip Away

Hound and Rabbit

Jumping rope

Review first grade favorites

Midnight

Hill Dill

Gardener and Scamp

Hopscotch

Back to Back

Review favorites

BALL HANDLING (approximately 6 periods a month)

Two-arm shoulder throw and hand catch

Teacher Ball

Center Base

Review, trying to have each child perform the skills correctly.

INDOORS, as needed

Chase the Animal Round the Corral

Object Touching

Skip on Crosses

Boiler Burst

Line Walking (foot position)

What to Play

King and Queen

. . SECOND WINTER

SKILLS: Step-draw

Moving in a circle with a partner

Fitting movements with those of partner

Increasing strength and control of body

HABITS AND ATTITUDES:

Choosing partners promptly

Increasing freedom of expression

Physical courage in attempting new stunts

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 12 periods a **month**)

Clap and Tap

Mexican Social Dance

Pop Goes the Weasel

Adapt singing games to Christmas **theme**

Creative rhythms

Children's Polka (Kinderpolka)

Coming Through the Rye

Shoemaker's Dance

Creative rhythms

Jump Jim Crow

Yankee Doodle

INDOORS as needed

Magic Carpet

Target Toss

Squirrel and Nut

Lost Child

Number Tag

Good Morning

GRADE . .

STUNTS (approximately 8 periods a month)

Mimetics and story plays about Christmas

Review first grade animal walks if needed

Hobble Hop

Kangaroo Hop

Twin Walk

The Top

Greet the Toe

Begin the basic gymnastics listed for 6 - 9

Forward Roll

Modified Sit-up

Measuring Worm

Backward Roll

Balance Beam

Before the end of the season, have a thorough review trying to help each child to gain strength and control. Average for this grade is 7 or more stunts done in good form and with good control.

. . SECOND

S P R I N G

SKILLS: Throwing at a stationary target

Bouncing a small ball, judge time and force

Cross-step

Hopping and jumping

HABITS AND ATTITUDES:

Control in the exciting parts of the game:

specifically, waiting for the signal to run

Courage to go all the way to the line in a "dare" game

Good-natured playing

Cooperation with leader

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 7 periods a month)

Creative rhythms

Donkey Dance

Swiss May Dance

Tra-la-la-la Ja-sa

Old Roger Is Dead

The Little Pony

Farmer Sows His Seed

Review for the year

INDOORS as needed

The Huntsman

Kaleidoscope

Barnyard

Going to Jerusalem

GRADE . .

BALL HANDLING (approximately 7 periods a month)

Ball Stand

Center Base

Center Basket Throw

Bounce and Catch with small balls

Circle Pass Ball

Circle Toss Race

In reviewing for the year, try to see that each child has mastered the correct form of performing the two-arm shoulder throw and the toss throw carried over from the first grade. The average achievement for this grade is to toss accurately at ten feet, and to throw accurately a distance of twelve feet.

HUNTING GAMES (approximately 6 periods a month)

Brownies and Fairies

Run, Rabbits, Run

Jumping rope

Flowers and Wind

Spiders and Flies

Follow the Leader

Hopscotch

Jumping down from a height (chair or small table)

Tag variations

Review favorites of the year

. . THIRD

F A L L

SKILLS: Sidearm throw

Batting with hand, volley ball

Place kick, soccer ball or utility ball

Throwing at a moving target

Bleking step

Review tagging, dodging, running with a group

HABITS AND ATTITUDES:

Alertness in receiving thrown balls

Throwing ball carefully so no one is hurt

Courage to "dare" in chasing games

Admitting when hit by ball or when otherwise put out

Alertness to signals

Cooperation with leader

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 8 periods a month)

Review second grade singing games

Paw Paw Patch

Fundamental movements to music

Review second grade folk dances

Seven Steps

Lassie Dance

Bleking

Turn Around Me

GRADE . .

INDOORS as needed

Line Walking (foot position)

Organ Grinder Man

Kaleidoscope

Barnyard

Poison Circle

Blindman's Buff

Number Tag

BALL HANDLING (approximately 7 periods a month)

Sidearm throw, soccer ball

Batting with hand, volley ball

Circle Dodge Ball

Center Base

Tunnel Ball with soccer ball for the kick

Place kick

Review Center Basket Throw

Before Thanksgiving have a thorough review with special attention
to correct performance of skills.

Long Base

HUNTING GAMES (approximately 5 periods a month)

Hill Dill

Box of Ribbons

Cat and Rat

Chinese Wall

Red Rover

Fire Chief

Cowboy and Indian

Dog Catcher

. . THIRD

W I N T E R

SKILLS: Bouncing a small ball

Underhand throw in bowling; use softball

Polka and heel-and-toe polka

Increasing strength and control in stunts

HABITS AND ATTITUDES:

Choosing partners promptly

Increasing freedom in creative expression

Physical courage in attempting new stunts

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 10 periods a month)

Polka step

Seven Jumps

Carrousel

Creative rhythms

Heel-and-toe polka

Crested Hen

Creative rhythms

Pop Goes the Weasel

BALL HANDLING (approximately 5 periods a month used as a part of other periods)

Small ball bouncing

Bowling

GRADE . .

STUNTS (approximately 10 periods a month)

Thread the Needle

Slap Heels

Chinese-Get-up

Mule Kick

Wring the Dishcloth

Use the basic gymnastics, 6 - 9

Through the Stick

Forward Roll

Backward Roll

Cartwheel

Sit Through

Balance Beam

Review

Desired achievement for this grade is 10 or more stunts done in good form with good control.

INDOORS, as needed

Adapt familiar games to the Christmas theme.

Squirrel and Nut

Lost Child

Going Hunting

Target Toss

Numbers Exchange

Weather Vane

Hen and Chicks

. . THIRD

S P R I N G

SKILLS: Softball catch, throw, pitch

Batting with bat

Schottische step

Review of fall and winter skills

HABITS AND ATTITUDES:

Control in the exciting parts of the game: specifically, not crossing the line before being touched in a relay, not crowding forward and pushing in a relay

Cooperation in giving turns to all

Cooperation with leader

Prompt response to signals

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 6 periods a month)

Kinderpolka

Pease Porridge Hot (with Virginia Reel formation)

Review Donkey Dance

Mexican Social Dance

Needle's Eye

Schottische step

General review of favorites

INDOORS as needed

Going to Jerusalem

Poison Seat

Ball Passing

Find the Leader

Desk relays

GRADE . .

BALL HANDLING (approximately 10 periods a month)

Softball catch, throw, pitch

Batting with a bat

Line-up Ball

Guard Ball

Circle Club Bowling

Small ball bouncing with more intricate patterns

In review, try to see that each child correctly performs the basic skills in softball, and that each one makes the distinction between "throw" and "pitch."

HUNTING GAMES (approximately 4 periods a month)

Crows and Cranes

Number Race

Run For Your Supper

Jump Rope

Hopscotch

Forest Ranger

Midnight

Simple relay

Tag variations

Relay variations

. . FOURTH

F A L L

SKILLS: Side-arm throw, improving control

Bounce pass

Soccer pass kick

Batting with hand, volley ball

Grand right and left, square dance

Review heel-and-toe polka, jumping, hopping and throwing at a moving target

HABITS AND ATTITUDES:

Cooperation in giving turns to all

Keeping within boundaries

Passing ball to another player instead of indiscriminate throwing

Rotating positions

Control in exciting parts of the game: specifically, awareness of boundaries

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 6 periods a month)

Review favorite dances from third grade

Review heel-and-toe polka

Hansel and Gretel

Pop Goes the Weasel

Grand right and left

Bingo

Norwegian Mountain March

HUNTING GAMES (about 4 periods a month)

Hill Dill

Dog Catcher

Fire Chief

GRADE . .

Bull in the Ring

Follow the Leader

Ham, Chicken, Bacon

Flying Dutchman

Relays, including: jumping across a space, bounce pass, sidearm throw

BALL HANDLING (approximately 10 periods a month)

Side-arm throw, improve control

Line Dodge Ball

Soccer pass kick, trap and dribble

Relays with soccer skills

Line-up Ball, with soccer pass and trap

Kick Ball, kicking a moving ball

Before Thanksgiving, try to have each child perform the basic skills correctly.

INDOORS as needed

Barnyard

Hide in Sight

Blindman's Buff

Hen and Chicks

Poison Circle

Number Tag

Touch

Seven Up

Find the Leader

. . FOURTH

W I N T E R

SKILLS: Increasing strength and control in stunts

Dutch step

Volley rotation

Bowling

HABITS AND ATTITUDES: (review from earlier grades)

Cooperative response to leader, specifically in classroom games

Choosing partners promptly, varying choice

Increasing freedom in creative expression

Physical courage in attempting new stunts

In the following lists, the indention indicates approximate progression through the months.

RHYTHMIC ACTIVITIES (about 8 periods a month)

Review steps and favorite dances from third grade

Gustaf's Skoal

Seven Jumps

Creative rhythms

Dutch Couples

Come Let Us Be Joyful

Creative rhythms

Dixie

Oh Susannah

INDOORS as needed

Man, Gun, Rabbit

Ocean Is Stormy

Going Shopping

Going to Jerusalem

Find the Leader

Desk relays

GRADE . .

BALL HANDLING (about 4 periods a month)

Bowling; use softball and milk cartons

Continue soccer relays when weather permits.

Classroom Newcomb

STUNTS (about 8 periods a month)

Long-legged sitting, with toe touch

Coffee Grinder

Turk Stand

Leap Frog

Corkscrew

Modified Sit-up

Frog Handstand

Forward Roll

Backward Roll

Cartwheel

Basic gymnastics, list 9 - 12

Balance beam

Sit through

Desired achievement for this grade is 12 or more stunts done in good form and with good control.

. . FOURTH

S P R I N G

SKILLS: Softball throw, catch, pitch

Batting with bat

Standing broad jump

Review skills from fall and winter

HABITS AND ATTITUDES:

Tolerance of unskilled play and effort to improve own

Helping others to improve

Being alert to the moves of the game

Cooperation with leader

In the following lists, the indention indicates the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 4 periods a month)

Broom Dance

Review Schottische

Review all dances of the year often enough to gain ease in performance.

HUNTING GAMES (about 4 periods a month)

Bears and Cattle

Jumping rope

Hopscotch

Review fall games

Relay variations including bounce pass, side arm throw and broad jump.

Tag variations

Review hunting games often enough so that these games without equipment become familiar. They are useful in situations when time, space and equipment are limited. See NOTE, p. 47.

GRADE . .

BALL HANDLING (about 12 periods a month)

Newcomb . . . Use Classroom Newcomb indoors.

Beat the Throw

Line-up Ball, with softball and bat

Modified softball

Before the end of school, try to see that each child can perform correctly the basic softball skills. Speed, strength and accuracy are not as important at this point as is correct form, done slowly if necessary.

INDOORS as needed

Last One Up

Simon Says

Bandit

Boiler Burst

Weather Vane

Tin Can Pitch

Bird, Beast Fish ,

Detective

. . FIFTH

F A L L

SKILLS: Football passing, receiving, centering, punting (boys)
Soccer pass kick, trap, dribble (boys & girls)
Review bounce pass, side-arm throw
Overhead pass
Review schottische

HABITS AND ATTITUDES:

Review earlier ones as needed
Admitting when hit, keeping correct count of number of times
Control in dribbling instead of hard kick
Cooperation with leader

In the following lists the indention indicates the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 6 periods a month)

Review favorites from fourth grade
Review schottische step and use in Barnyard Schottische
 Bummel Schottische
 Virginia Reel
 Simple squares
 Kolo
 Klappdans

RELAYS: use as a part of most outdoor periods, one or two a period

Review simple relay
Relay variations including use of these skills:
 Soccer pass kick, trap and dribble
 Bounce pass
 Side-arm throw
 Overhead pass
 Standing broad jump
 Football skills

GRADE . .

HUNTING GAMES (about 4 periods a month; or use as a beginning or ending of other periods.)

Ham, Chicken, Bacon

Ocean Is Stormy

Fire Chief

Come Along

Two Deep

Flying Dutchman

Swat

NOTE: Hunting games are important for variety and full participation. In addition, many require no equipment and are useful when time, space and equipment are limited. They stimulate quick action and adaptability on the part of the players, thus adding another facet to a balanced program. Do not neglect them.

BALL HANDLING (about 10 periods a month)

Review Newcomb and advance to Set-up Newcomb

Review soccer skills and use in relays

Soccer lead-up games: Line soccer, Hit-pin Soccer

Corner Dodge Ball

Overhead pass, use in relays

Basketball lead-up games using bounce pass

Side-arm throw

Overhead pass

NOTE: A teacher whose class is well-skilled and ready to advance may ask the physical education teacher to introduce lead-up games in football in addition to the relays for the practice of football skills.

INDOORS as needed

Touch

Seven Up

Find the Leader

Detective

Desk relays

Review from earlier grades

. . FIFTH

W I N T E R

SKILLS: Increasing strength and control in stunts

English set step

Schottische step

Shuffleboard (homemade equipment)

HABITS AND ATTITUDES:

Cooperation with leader in classroom games

Increasing ease in choosing partners and forming dance sets

Observing safety rules for stunts and gymnastics

In the following lists, the indentions indicate the approximate progression through the months.

RHYTHMIC ACTIVITIES (about 8 periods a month)

Varsouvienne

Gathering Peascods

Creative rhythms

Squares

Cshebogar

Creative rhythms

Highland Schottische

Minuet

INDOORS as needed

Man, Gun, Rabbit

Going to Jerusalem

Quoits, or similar toss game

Tin Can Pitch

Desk relays

Review from earlier grades

GRADE . .

BALL HANDLING (about 4 times a month)

Classroom bowling, using softball and milk cartons

Classroom shuffleboard (home made equipment)

Classroom Newcomb

Small ball bouncing, more intricate figures

Use Deck Tennis and soccer lead-ups when weather permits.

STUNTS (about 8 periods a month)

Basic gymnastics as listed for 9 - 12

Corkscrew

Swagger Walk

Tangle

Tripod

Cartwheel

Indian Leg Wrestle

Skin the Snake

Shoulder Rest

Hand Stand with support

Review Forward and Backward Rolls

Balance beam

Sit through

For creative work, let the more advanced individuals work out free exercise routines.

Desired achievement for this grade: good form and control in 14 or more stunts and exercises.

. . FIFTH

S P R I N G

SKILLS: Higher scores for softball throw, pitch, and batting

Throw for distance

Fielding flies and grounders

Correct form for running

Review standing broad jump

Throw and catch deck tennis ring

HABITS AND ATTITUDES:

Cooperating in organizing a team

Keeping correct batting order

Observing safety rule of batters' line staying back

Acceptance of umpire's decision

Good-natured playing

In the following lists, the indentions indicate approximate progression through the months.

RHYTHMIC ACTIVITIES (about 4 periods a month)

Tantoli

Do favorite dances often to acquire ease. Review all dances in order to re-learn and get as much benefit as possible as foundation for dancing in later grades.

HUNTING GAMES (about 2 periods a month; or use as a part of other periods).

Red Lion

Club Snatch

Circle Chase

Treasure Smugglers

See NOTE on page 47.

GRADE . . .

INDOORS as needed

Ghosts

Sentence Relay

Salesman

Review favorites from earlier grades.

Encourage children to teach ones they know.

BALL HANDLING (approximately 12 periods a month)

Deck Tennis. Continue playing Set-Up Newcomb.

Softball

Review all throwing, catching, and batting skills

Review soccer skills

Continue playing games already learned this year involving the skills for soccer, softball and basketball; many of these are contained in relays.

TRACK (4 periods, then use as a part of other periods)

Correct form for crouch start. Use in racing.

Correct form for standing broad jump. Individual scores.

Correct form for running. Use in racing.

NOTE: In practicing track events, work with one squad while the other squads play a game.

. . SIXTH

F A L L

SKILLS: Volley tap, use playground ball

Review soccer skills

Box step in $\frac{3}{4}$ time

Review track skills

Review football skills and add place kick and drop kick

HABITS AND ATTITUDES:

Control in dribbling instead of hard kick

Cooperation with leader

Review earlier ones as needed

In the following lists, the indentions indicate approximate progression through the months.

RHYTHMIC ACTIVITIES (about 6 periods a month)

Review fifth grade favorites

Box step in $\frac{3}{4}$ time

Appalachian type square dance: big circle

Ace of Diamonds

HUNTING GAMES (about 2 periods a month; or use as part of other periods.)

Red Lion

Club Snatch

Circle Chase

Bull in the Ring

Two Deep

Swat

See NOTE on page 47.

GRADE . .

BALL HANDLING (about 10 periods a month)

Review Deck Tennis

Volley Tennis, and advance to Volley Ball

Club Guard

Donkey Dodge Ball

Review soccer skills and lead-up games

Football skills in relays, football lead-up games

Basketball skills:

dribble with a soccer ball

chest pass

target throw or lay-up shot

Relays using these skills

Before Thanksgiving try to have each child attain fair control of these skills.

TRACK SKILLS (4 periods use as a part of other periods)

See NOTE, page 51.

Crouch start

Running form

Standing broad jump

Record individual scores.

INDOORS as needed

Ghosts

Sentence Relay

Bandit

Find the Leader

Salesman

Teakettle

Review favorites from other grades

. . SIXTH

W I N T E R

SKILLS: Increasing strength and control in stunts

English set step

Box step in 4/4 time

HABITS AND ATTITUDES:

Social courtesies in dance situations

Observing safety rules in stunts and gymnastics

In the following lists, the indentions indicate approximate progression through the months.

RHYTHMIC ACTIVITIES (about 8 periods a month)

Sellinger's Round

The Wheat

Review box step in $\frac{3}{4}$ time and advance to 4/4 time

Creative rhythms

Review previous dances often

INDOORS as needed

Quoits, or similar toss game

Shuffleboard

In the Meaning of the Word

Ship's Record

Telegrams

Spelling Bee

Detective

Use games brought in and taught by the children.

GRADE . .

BALL HANDLING

As weather permits, continue playing the games and relays practiced during the fall. Make adaptations for classroom play.

STUNTS (about 12 periods a month)

In this grade considerable skill and control in the performance of gymnastics should be expected of the children who have been with us for several years. All stunts and exercises should start standing at attention in excellent posture and should end in the same position. Most of the pupils should be able to compose a simple free exercise routine.

Review and practice all basic gymnastic exercises

Tripol; progress to Headstand with support

Mule Kick; progress to Handstand

Forward and Backward Rolls, starting from standing position and finishing standing at attention.

Balance beam

Simple three-man pyramids

Round-off

Sit-through

Desired achievement: 16 or more stunts and exercises done in good form with good control.

. . SIXTH

GRADE . .

SPRING

In schools where general achievement and interest show a readiness for it, paddle tennis will be introduced by the physical education teacher.

In the spring of this grade there is a general review and accounting of skills accumulated through the grades.

Using the skill chart "Are You Ready For Seventh Grade Physical Education?", plan with the class for review and completion of testing. Take a few skills at a time, test and score by squads working with their leaders under the teacher's direction.

A sense of pride in accomplishment should be evident. Each child should have achieved something according to his ability. Visible results should be apparent in posture, in skills and in ease of movement.

Some special events may be used as a culminating activity:

track meet

gymnastic meet

dance festival

softball tournament

SUGGESTIONS FOR PLANNING THE INSTRUCTION PERIOD

Outdoor lessons should include these parts:

- a. Initial vigorous activity to "loosen up" the muscles. This may be a run across the field or jumping in place, for about 3 minutes. — any vigorous movement to induce full and rapid breathing. The purpose is to increase the rate of circulation to carry a fresh oxygen supply to all the body tissues, thus putting the muscles in a state of physiological readiness for the activities which follow.
- b. A skill drill (5-7 min.) For this the class should be divided into four or more small groups with equipment for each group. Sufficient skill development does not take place when only one or two balls are provided for the usual sized class.
- c. A new game involving the skill, or further play in an old game using the skill (10-2 min.) In primary grades, the skill practices and games merge, all "drills," such as Teacher Ball, being games to the little ones. In grammar grades, a team game will occupy most of the lessons during a season, but lessons using group games should be interspersed. One teaching point should be emphasized during a lesson. It should be quite clear to the class that they are learning a skill, and that all the skills put together make a successful game.
- d. Evaluation: This may be only a few sentences with the class standing together in a group for discussion, but it should definitely sum up the learning of the lesson and point out the things which need further attention in the next lesson.
- e. Conclude with some vigorous activity if the games of the period have not been sufficiently active. The initial activity may be repeated, or the period may end with a very active "old" group game. The degree of activity should govern the choice. The purpose is to insure that every child gains the definite feeling of exhilaration and relaxation that comes from vigorous use of the body.

Indoor lessons will include dance, classroom games, stunts and gymnastics.

In any of these the same general rules apply:

- a. Vigorous movement for 2-3 minutes at the beginning.
- b. Definite work on skill, habit or attitude in a new game or in a continuing activity.
- c. Review of a familiar activity if a new one was taught
- d. Evaluation
- e. Vigorous movement, ending with a sense of accomplishment and of a good physical "work out."

SQUAD LEADERS

The school program must be planned so that all children experience the responsibilities of leadership and followership. Some have innate leadership ability; but many others can learn, and for them a long training period is necessary. Opportunity for such training must be given from the beginning of school life (primary grade "Helpers"), and especially emphasized from the fourth grade on.

The keystones to the whole program are **PLANNING, CARRYING OUT** and **EVALUATING**. The physical education teacher meets 30 minutes weekly with squad leaders in grades four through six before the period with the class. This provision makes possible the **PLANNING**: assignments, question-answer time, teaching of skills to be taught to the classes, helping leaders in teaching games, and general training in leadership. The **CARRYING OUT** follows in the class periods both with the physical education teacher and with the classroom teacher throughout the week. The **EVALUATING** is also done by physical education teacher and classroom teacher in each physical education period. Obviously, the success of the plan depends on close cooperation and communication between the teachers.

Squad leaders, usually two girls and two boys in a class, may be appointed by the classroom teacher when school begins because it is important that the first leaders make a success and set a good example for others to use in gaining the concept of what a leader is and does. As soon as possible, leaders should be elected according to the standards set up by the class. Leaders chose their squad members, in a private session with the teacher, or the teacher may assign everyone to a squad. Care should be taken not to expose unpopular children to the recurring embarrassment of "being chosen last."

Leaders and squads are changed every six weeks for these reasons: (1) this interval is considered long enough for a child to carry these responsibilities; and (2) a number of changes a year gives most children in the class the opportunity for training. Re-election of a popular leader is usually not allowed (for the above reasons) except in classes where the teacher judges it desirable. Sometimes, however, the last month or six weeks of the school year may be used to permit the strongest leaders of the year to have another "turn" as a reward of excellence.

Children need to understand that everyone sometimes leads, sometimes follows, and that it is of great importance to learn how to do both. In practicing squad skills in physical education, they will learn social habits that have strong carry-over value. Squads may be used in many situations in the school room and in going to library, lunch room, playground. The plan has best results when all teachers in a school cooperate in carrying it out, because then the children have consistent training from grade to grade.

Some problems important to child leaders are listed. Most of these will arise in discussion. Those that do not, should be brought in by the teacher.

- ____getting along with people
- ____setting a good example
- ____solving arguments

- ___leading without "bossing"
- ___being fair
- ___saving time
- ___being prepared
- ___organizing
- ___keeping the game going
- ___being responsible for the group
- ___recognizing and overcoming obstacles
- ___knowing easy ways to get in lines, in circles, etc.

These are some things that should come out in discussions with followers.
(classes):

- ___letting the leader do the leading
- ___giving suggestions courteously
- ___remembering directions
- ___asking questions when necessary
- ___helping others
- ___including everyone in games
- ___sharing turns willingly
- ___playing one's best at all times
- ___playing willingly the decision of majority
- ___being good sports
- ___knowing how to analyze and overcome obstacles

EXCEPTIONAL CHILDREN

Most games can be adapted to the disabilities of retarded and physically handicapped children. For retarded classes, in general, use games from a grade or two lower. For handicapped children in regular classes, the teacher must use some imagination and ingenuity to devise means of including them in the play. They should have some part and share the activity and fun in some way. Often they can do more than is apparent at first glance. For children who are physically or mentally advanced, the teacher can usually find extra duties that will be helpful; coaching a less skilled child, learning an extra game or dance to teach the class, etc.

ACTIVITIES

ACE OF DIAMONDS (Danish)

Records: World of Fun #M102; Folkcraft # 1176; RCA #45-6169.

Part One:

Double circle of partners with men's back to center and facing partners. Partners clap own hands once, stamp right foot once, link right arms and polka (or skip) around each other. Repeat action but link left arms.

Part Two:

Men fold arms on chest, girls with hands on hips. Each hops into air, extending right foot forward and does six bleking steps — two slow and four fast — (description under **Bleking Step**).

Chorus:

On the chorus music, partners join inside hands and move counterclockwise around the circle using eight polka steps (description under **Polka Step**) swinging arms up and back, turning body face to face and back to back. Repeat dance according to record.

APPALACHIAN TYPE SQUARE DANCE

This type of square dancing is done in one large circle with couples numbered odds and evens. Odds do the "traveling" to even couples on their right; thus making several small circles of four. All figures are executed from one of three positions on the floor: circles of four, promenade position, or in one large circle. The same terms and figures found in quadrille type square dances may be used or adapted to this type of square dances.

BACKWARD ROLL (beginning form)

Sit with back to mat, feet on floor, head forward, hands at shoulders with fingers pointing back. Rock backwards, placing hands on mat beside head to aid. Keep body tucked, back rounded; the momentum of the roll and a push with the hands, enable the performer to stand.

See written list *1

BALANCE BEAM

Walk across beam without losing balance, turn around and walk back. Walk to center, walk backward to starting point. Walk to center, pick up an object, turn around and return. Walk across with a book balanced on head. Walk across while stepping over obstacles. Walk on all fours; walk sideward. Walk to center, do a deep knee bend, rise and continue across. Other routines may be created.

BALL PASSING

The players are divided into two or more teams. Each team is given a number or a name. Players of each team form a single circle facing inward. The game is played for a given number of minutes with repetitions if desired. The teacher starts an object around the circle, then additional objects or balls are introduced until five or six are being passed. Anyone missing the object, secures it and puts it into play as soon as possible. Each time a miss occurs, the player who misses calls loudly the name of his team and one point is scored against his team.

A score keeper is needed. Distances may be increased between players according to class ability.

BALL STAND (Spud)

Players (except one) stand in close group formation. The extra player stands in the center with the ball placed on the ground beside him and calls the name of a player. All players except the one whose name was called, run as far away as possible. "It" picks up the ball and yells "stand" or "Spud." All

players stop, and "It" tries to hit one of them with the ball. Players may bend, duck, etc., to avoid being hit; but may not move feet. If hit, that player becomes "It" and game continues. If not hit, game is repeated with the one who threw the ball calling the next name.

BANDIT

Classroom game. Players stand in one circle with "It" in the center using a yard stick or wand to point. All players have hands down beside them. It points to someone quickly and says, "Bandit." The bandit must put both hands on the side of his face. The player on each side of him must put the hand nearest the bandit on his own face; thus involving three players each time "It" says "Bandit." The one of the three who is last getting the correct hand up, is eliminated from the game. Game is continued until only three are left. In case of a tie, no one is eliminated.

BARNYARD

Classroom Game. "It" (Fox) stands with his back to the others and says he would like to hear a hen, (or any barnyard animal). The leader points to a player who disguises his voice and imitates the animal called upon. The Fox has three guesses. If he guesses correctly, he gets another turn. If he misses, a new Fox is chosen.

BASKET BALL LEAD UP

Passing Game. Divide class into teams of six to eight players. Several games may be played at once, using $1/2$ or $1/3$ of a court. Start with a jump between two players of equal height. The team controlling the ball attempts to complete eight passes. If a pass is intercepted, the counting starts over with the opposite team counting. Each player should call out the number of the pass. Rules of walking, out of bounds, guarding, and holding the ball prevail. The team first successful in eight passes, wins.

BATTING WITH BAT

Starting Position:

Face plate, left shoulder toward pitcher, feet easy stride apart, knees bent slightly, and body slightly inclined forward. Grip bat with left hand, right hand above and close to it. Elbows away from body. Left forearm parallel to ground. Shift weight to back (right) foot; look over shoulder at pitcher.

Forward Swing:

Swing bat parallel to ground, weight shifts to left foot, body begins turning to left.

Contact:

Arms extended, eyes on ball, hit ball squarely and in front of plate.

Follow Through:

Upper body facing pitcher, wrists "roll over" and carry bat over left shoulder, complete shifting weight, start toward first base and drop bat easily from left hand.

BATTING WITH HAND

Stand with left side toward target, feet astride, toes on a line. Hold ball straight in front on palm of left hand. Swing right arm parallel to ground, elbows straight, and hit ball off the left hand. Ball should be struck toward the underside near the left hand. Contact may be with open hand or fist. For a lead up to volley games, players may face diagonally forward or may face target.

BEAN BAG GAMES

See Bean Bag Ring Throw and Target Toss.

BEAN BAG RING THROW

May be played in classroom or on the play ground. Teams are in line formation standing behind a restraining line and facing an 18" circle drawn on floor or ground. Each team captain has five beanbags. Object of game is to see how many of the five bean bags each team member can throw in the circle. (Bag must not touch any part of circle edge). The team with highest score wins.

BEARS AND CATTLE

Playground game:

Two goal lines are drawn 25 yards apart. A bears den is drawn at one side of field (half way between goal lines). One is the "bear" who stands in his den. Other players are "cattle" who stand half behind one goal line and the other half behind the other line. When the bear comes out of his den, the cattle try to cross the opposite goal line, (to reach new pasture). Players who are tagged become bears and retire to den. In succeeding play, all bears must have hands joined to tag cattle. If their line breaks, cattle may not be tagged until line reforms. Last one tagged becomes the bear in the next game.

BEAT THE THROW

May be played with a volley ball, soccer, or soft ball. Players are divided into two teams of four to six per team. May have several groups if area permits. One team lines up as "team at bat"; other team places each player on a base (bases arranged as in soft ball). Extra players may be used between bases. Object of game is to throw the ball from home base in order around the bases before a runner from opposing team can run the bases in order. All bases must be touched by runner. Should a fielder miss the ball, he must retrieve it and return to his base or place before throwing it. If the ball is returned to the catcher before the runner returns home, it is an "out". Otherwise it is a "run" or point; three "outs" and the teams exchange as in softball. The distances between bases may vary with abilities.

BIG GREY CAT

Refer to Singing Games Primary, album E 87

BINGO (American)

Record: RCA #45-6172

Part One:

Partners skip counterclockwise in double circle singing, "a big black dog sat on the back porch and Bingo was his name". Repeat action and words.

Part Two:

Single circle (still moving) hand joined, all singing, "B-I-N-G-O, B-I-N-G-O, and Bingo was his name".

Part Three:

Drop hand, face partner still in single circle. Join right hands as all sing "B", pass partner with right shoulders and join left hands with next as all sing "I", on to next with right hands as all sing, "N", and continue to "O" as in "grand right and left". If anyone is left without a partner, he may go to the center of circle and get a partner while part one is repeated.

BIRD, BEAST, FISH

Classroom game:

All are seated except a leader who stands at the front of room and quickly points to a player, calls his name, and says, "bird," (or he may say "beast" or "fish") then he immediately begins counting to ten. The player to whom he pointed must give the name of a bird, beast or fish (depending on the specification of the leader) before the leader has finished counting to ten. Should he succeed in naming the bird etc., he becomes the new "it". Should he fail, the same leader continues.

BIRD CATCHER

Mother bird gives all the players the names of birds such as sparrows, robins, etc. Several are given the same name. Players are lined up side by side. A mother bird stands approximately 75 feet away in an area (her home) with the bird catcher between her and the other bird. When she calls a name, all of the birds with that name run to her. Any getting caught (tagged) by the bird catcher must remain out (by the side) until all names have been called. Game repeats with a new mother bird and catcher chosen from those not tagged.

BLEKING (Swedish)

Records: Evans, Folk Dances Album 1; RCA #45-6169

Part One:

Single circle, partners facing, joined hands. Five bleking steps (description under Bleking Step).

The rhythm is two slow and three fast. Repeat three times.

Part Two:

Hands joined and held straight out to the side and used as windmill formation, swinging up and down. Beginning with inside foot do 16 step-hops around the circle counterclockwise. (This may also be done in place or with each couple turning counterclockwise, or with combinations of both.) Repeat parts one and two according to the record used.

BLEKING STEP

Spring onto left foot placing right heel forward, toes up. At the same time extend right arm forward from shoulder drawing left elbow back from shoulder. Spring onto right foot, reversing movements of feet and arms.

BLINDMAN'S BLUFF (indoors)

While "it" is being blindfolded, the class quietly exchanges places. "It" walks anywhere in the room with a ruler in his hand. Any person he touches must take hold of the opposite end of the ruler. "It" asks, "What do you like to play?". The player must answer any game he wishes. If "it" guesses the player correctly in three guesses, he gets another turn. If unsuccessful, that player becomes the new "it".

BOILER BURST

Classroom Game:

Players seated so that there is one less desk than players. The extra player stands before the class and tells a story. At the most exciting part of the story, he says "and then—the boiler burst!" The listeners must exchange seats while "it" tries to secure a seat. The person left without a seat each time is the new "it". (A book may be used on unused desks.)

BOUNCING SMALL BALLS

Directions and music in Childhood Rhythms Series II.

Other records may be substituted. Suggested routine to follow:

Part One:

Bounce and catch (all grades).

Part Two:

Bounce three times continuously and catch (third grade through sixth.)

Part Three:

Bounce and catch, bounce and catch, bounce, bounce, bounce, catch. (Grades three through six.)

Suggested Advanced Work for Grades Five and Six.

1—Bounce continuously while moving forward, backward, turning.

2—Substitute pass for bounce (in above directions) using partners.

3—Make up routines to part three above.

BOW BOW BELINDA

Directions and music in Evans, Folk Dance Album one.

BOWLING GAME

Paved or any smooth area. Any suitable object may be used for bowling pins, such as empty milk cartons, spindle from a mill, etc. Softballs, play ground balls, or volley balls may be used. Players are divided into as many teams as equipment allows. No less than three on a team. One pin (or more if available) is set up approximately 20 to 30 ft. in front of each team. One player (pin boy) from each team stands behind his pin and the remaining players line up behind the starting line facing the pin. The player bowls trying to hit the pin. He immediately runs to take the pin boy's place and sets up the pin if it were hit. The responsibility of the pin boy is to retrieve the ball and take it to the next in line, and go to the end of his line. The game continues with each bowler doing the same. Scores may be kept individually or by teams.

BOX OF RIBBONS

Two parallel lines are drawn approximately 20-30 yards apart. All players except two are spread out behind one line which represents the store. One of the two is the "customer", and he stands between the parallel lines. The remaining player is the "storekeeper" who chooses five colors and assigns everyone behind the line a color. The customer comes in and says, "I'd like to buy some ribbon", and the storekeeper says, "What color?". The customer names any color at which time all with that color must run to the opposite parallel line before being tagged by the customer. If tagged, they stand over to the side while the game is continued and all have run. A new customer and storekeeper are chosen from those not tagged. All players enter new game.

BOYS AND GIRLS A-DANCING

Directions and music in Evans, Childhood Rhythms #VI

BOX STEP—4/4 time

Boys—step forward left—1 count

pause—1 count

step sideward right—1 count

bring left to right, weight on left—1 count

step backward right—1 count

pause—1 count

step sideward left—1 count

bring right to left—1 count (weight on R.)

Suggestion: say "slow, quick, quick". Teach first without partners, add music, then partners.

BROOM DANCE (German)

Record: RCA #20448

Verse: One, two, three, four, five, six, seven,
Where's my partner, nine, ten, eleven?
In Berlin, in Stettin
There' the place to find him in.

Dance:

Double circle, couples facing counterclockwise, boys on inside, odd man in circle with a broom. Partners skip around the circle as the verse is sung. The broom man gives the broom to any boy and takes his place and partner. The new broom man does the same and it continues until the last word is sung. On the chorus, all sing "tra-la-la" etc. The broom boy must dance with the broom while the others dance with their partners until the verse is sung again.

BROWNIES AND FAIRIES

Class is divided into two groups. One group is Fairies and the other is Brownies. Two parallel lines are drawn about 50 ft. apart. Each group stands side by side behind a line facing each other. The leader directs the brownies to turn their backs to the fairies, and motions for the fairies to creep quietly up behind the brownies. When they are reasonably close, he yells, "the fairies are coming!" The brownies turn quickly and tag as many as possible before the fairies can get home. The game is repeated with the brownies being chased instead of the fairies etc. Each time a player is tagged, he becomes a member of the opposing team. The winning team is the one with the most players at the end of a given period.

BULL IN RING

All players except "it" (the bull) have hands joined in a circle. The bull tries to break through, or duck under their hands. When he is successful, all players chase him except the two where he broke through. They remain to serve as a home base. The players chasing must run behind the bull in an effort to overtake him before he can circle around and return to home base. They may not cut across to "head him off". Any one tagging the bull becomes the bull for the next game. If he is not tagged, the bull chooses one for the next game.

BUMMEL SCHOTTISCHE (German)

Record RCA #45-6177

Part One:

Partners facing counterclockwise in circle. Girls stand in front of partners (facing) with hands on own hips, boys' hands on partners waist.

One heel-toe polka step to boys left

Same to right. Repeat both.

Explanation under **Heel-toe Polka**.

Part Two:

In shoulder-waist position, or with no change in position, polka around the circle. (Explanation under Polka.)

CAGED TIGER

One player, the tiger, is placed within a cage which may be a circle drawn large enough to make a lively game. The tiger wishes to get out of the cage which he can do only by tagging one of the players who tease him by entering and leaving his cage. They may run through the cage and out the other side. Th tiger may tag anyone in the cage or whose foot is touching the cage. When one is tagged, he becomes the new tiger. Encourage players to be venturesome and discourage trying to be tagged.

CALL BALL

Class stands in circle with leader in center. The leader calls the name of a player, then tosses the ball vertically into the air. The one whose name was called tries to catch the ball on first bounce. If successful, he becomes the new leader. If not, the leader calls another name. If one person has 3 turns in succession, he may choose someone to take his place.

CAMEL WALK

Bend forward, arms folded across on back (the hump). Walk forward, moving head up and down, pointing toes down as leg is raised for high steps.

CARROUSEL

Evans, Folk Dances, album 1
Also RCA #45-6179

CARTWHEEL

Stand with right side to mats. Bend sideways and place both hands in line on mat, keep elbows straight. Push off the mat from right foot then left foot. Swing legs over arms and land on other side of arms with left foot coming down first. As legs come over, push from the mat with first the right hand, the left hand, and finish in a crouched position. (May be done either to right or left, depending on the performer.) The cartwheel with leg extension will come as a result of many trials, by completely extending legs after the push is taken from the mat. The back is arched slightly, hips and legs vertically above arms the height of the cartwheel. Continuous cartwheels may be done by immediately bending over to the side and beginning again at the end of each cartwheel.

CAT AND RAT

One player is the cat and outside the circle. One is the rat, inside; the cat tries to tag the rat. The other players hold hands and help the rat by letting him in or out and trying to keep the cat out of the circle. When the rat is tagged, new players are chosen to take their places. Keep the game active. Sometimes players may favor the cat to make it more interesting.

CENTER BASE

"It" stands within a circle of players. One tosses the ball to one player and immediately runs outside the circle. The player receiving the ball must lay it in the center of the circle and chase "it" who tries to re-enter the circle and touch the ball before being tagged. If "it" is tagged, he becomes part of the circle in the space left. The tagger becomes the new "it", and the game continues.

CENTER BASKET TOSS

Place a waste paper basket in the center of a circle of not more than 6-8 players. If more players, divide into several teams. Each circle has a basket and a playground ball. Designate a start and finish point in the circle and leave more space between those two players than the others. At the signal, the first person tosses the ball to the one on his right and this continues to the last person. Upon receiving it, the last person tosses the ball in an attempt to score one point by getting it into the basket. Each player moves to the right and the game continues. This gives everyone a chance to score. If game is competitive, players on teams should be even, and the distances between them the same.

CENTER KEEP AWAY

Groups of about five players. One stands in center and attempts to intercept or gain possession of the ball while others throw the ball to each other while standing in a circle. The circle players may hold the ball only three seconds, and must keep one foot in contact with their place in circle at all times. If center player gains possession of the ball, the last one throwing it must exchange places with other one. The winners are those with fewest times in center.

CHARLIE OVER THE WATER

Single circle, one or more players in the center. Joining hands, circle players walk, skip, or gallop around the center players saying, "Charlie over the water, Charlie over the sea, Charlie caught a blackbird, but he can't catch me". On the word "me", all stoop while the ones in the center try to tag a circle player before he can stoop. If tagged, they exchange places with the center players who tagged them.

CHASE THE ANIMAL AROUND THE CORRAL

Players are in a circle. The leader hands an object (ball, beanbag, eraser, etc.) to a player and says, "this is a horse". He may say any animal's name. The one receiving it must quickly hand it to the next player and say, "this is a horse", and so on around the circle. When the first object has been passed about $\frac{1}{3}$ around the circle, the leader introduces another "animal" of different size, name etc. The players do the same as before calling it whatever the leader did. A third animal may be introduced and a fourth, depending on the number of players. When one "animal" catches up with another, the one caught is eliminated. The game continues until one "animal" remains. Encourage players to pass and turn to be ready for the next "animal." Each time a player passes the object, he must say, "this is a -----".

CHICKEN WALK

Stand with feet together, squat low, spreading knees apart. Place arms around the thighs and lower legs, clasping hands below knees. Walk on balls of feet while in squatting position.

CHILDREN'S POLKA

Evan's Folk Dances Album 1
Also RCA #45-6179

CHINESE WALK UP

Two persons sit back to back with elbows locked and legs straight out before them. The object is for both to push against each other and reaching standing position without unlocking elbows. Belts and heads should remain in contact.

CIRCLE CHASE

Players are arranged in a circle arms distance apart. If the group is less than 12, have them number off by two's; if the group is large enough, the players stand closer together and count off by fours, fives, or sixes. The leader calls a number. Those having the numbers starts running counterclockwise around the circle; each one attempts to tag one or more runners ahead of him. If tagged, runner must go to center of circle. Repeat until only 4 runners remain. They are the winners. As players decrease in number, the ones within the circle may be used to make a circle for the runners to run around.

CIRCLE CLUB BOWLING

The players form a circle with legs spread so that each player's feet touch the ones on each side. An Indian club (or substitute may be used) is placed between the feet of each player. The object of the game is to roll the ball and knock over the club of another player. Players must keep alert and may guard the club only by stopping the ball before it hits their club and rolling it at another club. They may not bend knees or move feet to prevent a knockdown. Each player whose club is knocked down has one point scored against him. At the end of a period of time, the player with the fewest points scored against him, wins.

CIRCLE DODGE BALL

There are many methods of playing this game. One team forms a circle, the other team is in the center of the circle. The object of the game is to eliminate members of the center team by hitting them, one at a time, with the ball (volley or utility) below the shoulders. As players are eliminated, they can either drop out or join the circle to throw.

Variation:

Choose several to go to center or have volunteers, or boys in center with girls throwing, alternating etc.

CIRCLE PASS BALL

Two or more circles formed by equal numbers of players. Each circle plays independently. A captain is selected for each group. One ball is given to each captain. Players agree upon the number of trips the balls are to take. On a signal, each captain passes the ball to the player on his right, who passes it to to his right etc. When the ball is returned to the captain, he calls, "One"; the next time "Two" etc. The game continues until the agreed number of passes has occurred. The first team reaching the number wins.

CIRCLE TOSS BALL

Players are divided into any number of equal circles. Each circle has a captain with a ball. At the signal, the ball is tossed to the right and so on around the circle. Each trip around the circle is a point; however, if anyone misses, the score begins over at one. The game continues for a given length of time. The team with the most points at the end of the time limit, wins.

CLAP AND TAP

Evans, Childhood Activities Series 6

CLASSROOM NEWCOMB

Same as Newcomb except the ball used is a "funnyball" (ball made of yarn) or a bean bag or anything suitable, with the net being a regular net or jump ropes held at each end.

CLUB GUARD

Players form a circle standing about three feet apart. In the center, draw a circle about 24" in diameter. Within this circle, place an Indian club or a bowling pin, or any suitable object. "It" stands between the club and the players and tries to keep the club from being hit by a ball thrown by any player. The players must pass the ball quickly around and across the circle in an effort to surprise "It" in an unguarded moment. When anyone knocks the club over, he takes "its" place . . . If "it" knocks it over while trying to guard, he quickly chooses someone to take his place.

CLUB SNATCH

Mark off two goal lines approximately 50' apart. Divide players into 2 equal teams, each standing on a goal line. Each player is numbered and runs in turn. Place an object (Indian club, etc.) about 10' nearer one team than the other. Drape a handkerchief or piece of cloth over the club. The first player from the team nearer the goal runs and snatches the handkerchief and tries to return to his goal line before the opposing player can tag him. If successful, both players remain at that goal. If unsuccessful, both return to opposite goal. The side having the most players wins. Change the distance of the goal to meet class abilities. Alternate teams snatching the handkerchief.

COFFEE GRINDER

Place right hand on the ground or floor. Keep arms straight, body extended, and without sagging, head well back, walk around in a circle using right arm as a pivot. Repeat with left arm.

COME ALONG

Single Circle. "It" skips around outside the circle and pulls a player out of the circle and says, "come along." The two skip with hands joined while the second one pulls a player out etc. until there are several skipping with hands joined. When the leader gives a signal all who are skipping run for a vacant spot in the circle. The one left out is "it" and the game continues. If players try to be "it", have the one left to remain out of the game for one game with the preceding "it" choosing the new "it."

COME LET US BE JOYFUL (German)

Record: RCA #45-6177

Arrange class in three's facing three's with the center person a boy with a girl on either side or vice-versa. All are in a triple circle like spokes in a wheel. Part One:

All walk forward 3 steps and bow with hands joined. Repeat same backwards. Repeat forward and backward.

Part Two:

The center person joins right hands with the one on his right; they skip around each other once. Repeat with left hand to person on the left. Repeat both.

Part Three:

Like part one except the second time to go forward, they all drop hands and pass right shoulder "through" the three they were facing, thus meeting new groups around the circle. Repeat entire dance according to record.

COMING THROUGH THE RYE

Evans, Childhood Activities — Series IV

CORKSCREW

Stand with feet 15" apart, place a piece of paper on toe of right foot. Swing left arm across body and go between legs and pick up paper.

CORNER DODGEBALL

Four equal groups, each in a corner of the area (marked by triangle or large bases). "It" stands in middle and at a signal all players run counterclockwise to the next corner. It attempts to hit as many as possible as they run. Those hit off base and below the waist, are "out" until the next game. Continue from corner to corner on a signal until one child wins who is "it" for the next game. The game may be played a little differently by playing 5 minutes, eliminating no one, but each player counts the number of times hit. The one with the fewest hits at the end of 5 minutes is "it" for the next game.

COWBOYS AND INDIANS

Like Brownies and Fairies except for one whole game, the cowboys do all the chasing until all Indians are caught. Then, they exchange names of teams and others do the chasing. Encourage good sportsmanship, keeping distance so as not to bump each other, correct tagging, etc.

CRAB WALK

Sit down and put hands on floor in back. Bend knees. With feet flat on the floor, lift the hips to make a straight line with the body. Weight is supported by hands and feet, and the body remains parallel to floor. Walk forward, backward, sideward.

CREATIVE RHYTHMS

Creative dance is feeling expressed in movement. It releases seeds of creative ability that grow with great abandon when sown at an early age. Children are full of energy and free of inhibitions. They should be encouraged to be original — not to imitate others. Whether the exercise involves abstract feeling, a story, or theme, a picture should be painted by the teacher to fire the imagination. Encourage imagination, and lots of exaggeration in movement.

CRESTED HEN (Danish)

Record: World of Fun #M108; Folkraft #1194; RCA #45-6176.

Small circles of three people (one boy and two girls or vice-versa) around room.

Part One:

With the step hop (description under **Step Hop**) the three people join hands and move counterclockwise 16 counts. As music repeats, reverse direction 16 counts.

Part Two:

Only the center person holds hands with persons on both sides, making an arch with person on left while the one on the right goes through the arch; center person turns under own arm at same time. He makes arch on right and left hand person goes through as center one turns under own arm. Repeat once. Keep hands loose so that they slip freely. Use step-hop throughout entire dance.

CROSS STEP

Walk to right or left, crossing in front of other foot each time. The number of times depends on the specific dance.

CROUCH START

A beginning position for running. One knee touching ground, both hands (fingers spread) on starting mark, back foot ready to push off. Head up.

CROWS AND CRANES

Divide group into 2 teams; one "crows," one "cranes," which are spread out in single lines facing opposing team. Each team's home is approximately 50' behind their starting place. (Game begins with teams approximately 6' apart. The leader stands facing the teams and calls, "cr—ows", or "cr—anes." Which-ever is called, the ones on that team try to get home without being tagged by the opposing team. All who are tagged, return to opposite team etc. The team with the most players in a given time, wins.

DANISH DANCE OF GREETING

Evans, Folk Dance Album 1 — RCA # 45-6183

DECK TENNIS

Refer to Newcomb for scoring, serving, out-of-bounds, general game, and height of net.

Additional rules:

Playing—

A player receives the ring by catching it in either hand and immediately throwing it with the same hand.

A player may not change the ring from one hand to the other or touch it with both hands or let it touch his body; that is, he may not catch it by hugging it in his arms.

The ring must be thrown with the hand in a horizontal position with the thumb side up and with arm swinging from across the opposite side of the body.

In an emergency play, the ring may be passed to someone on own team, but usually the player who catches the ring throws it back.

Misses:

Catching ring with both hands or touching it with both after catching or holding against body.

Changing ring from one hand to other.

Throwing with hand and arm in wrong position.

Also see misses under Newcomb.

DESK RELAY

These may be made up, but are usually of two kinds.

A sample of each is as follows:

- 1—Have the same number of players or equalize teams by having one or more do the relay twice. Children sit. The first one does something while holding an object. e.g. touching toes, knees, desk, and shoulder (with a ruler) and passes the object to the person behind him. This continues until all finish. The first team finishing, wins.
- 2—Need same number of players in rows of desks facing blackboard. At a signal, the first player from each row goes to the board and writes his name (or words correlated with studies). When he is seated, the next player in his row does the same. The row finishing first wins.

DETECTIVE

Indoor game. "It," the detective, leaves the room. A "suspect" is chosen, and everyone observes his clothing, color of hair, eyes, etc. The suspect is then seated in his usual place when the detective returns. The detective may ask ten questions directed to individuals who must tell the truth, but who may only answer "yes" or "no". However, if the detective asks the suspect a question, only the suspect may answer "untruthfully." At the end of ten questions, the detective may guess and a new game begins. If he should attempt to guess the suspect before the end of ten questions and miss, that terminates the game. Encourage intelligent questions . . . "Is it a boy?" . . . "Is he wearing a sweater?" . . . "Is she a blonde?" . . . "Is she wearing a plaid dress?" etc.

DID YOU EVER SEE A LASSIE?

Singing Games for Primary #E 87

DIXIE

Evans, Folk Dances Album IV

DOG CATCHER

Played like Bird Catcher except the names of dogs are used and the end lines are "kennels." Those caught go to the "dog pound."

DONKEY DANCE (Mexican)

Evans Folk Dances Album I

DONKEY DODGEBALL

Divide into groups of approximately 8 to 10 players. One ball for each circle; three players in the center of each circle. The center players are the "head, body and tail" of the donkey. They hold around waist of ones in front to make a "chain." The head and body try to protect the tail. The donkey faces player with the ball (players should be about 6' away). The ball is passed quickly around and across the circle to outside players while the donkey swings around to be facing the one with the ball at all times. When players catch the donkey with the last person's (the tail) back to the one with ball, that person throws at the tail. If successful in making a hit below the shoulders, the one hit (tail) joins the circle to throw. The one who hit the tail becomes the head, the head becomes the body, the body the tail, etc. Encourage quick passes to each other to get the donkey out of position.

DUCK WALK (use sparingly)

Squat, place hands on knees or ankles, and waddle forward. Imitate the quack of a duck.

DUTCH COUPLES

Tune: "Where oh, Where Has My Little Dog Gone"

Double circle, facing counterclockwise; inside hands joined.

Part One: Couples do 6 Dutch Steps forward (description under **Dutch Step**) Turn away from each other with 4 small hops to face clockwise—8 measures. Repeat in clockwise direction finishing in original position — 8 measures.

Part Two: Face partner, boys back to center. Do 4 step-hops moving backward away from partner — 4 measures. Repeat moving forward toward partner — 4 measures. Join hands and extend arms shoulder height and do 6 Dutch Waltz Steps. (description under **Dutch Waltz**) Do 4 small hops each ending in original counterclockwise positions.

DUTCH STEP

Boys — step forward on L. foot — brush R. foot diagonally forward in front of L foot. Hop on L foot. Continue using opposite feet. Each Dutch Step uses 3 counts or one measure.

Girls — Same beginning on R Foot.

DUTCH WALTZ STEP

Boys — Step L foot and hop L foot twice. Alternate feet and turn in clockwise direction.

Girls — Same using opposite feet.

ELEPHANT WALK

A couple stunt. One faces Two, grasps Two's hips as Two jumps up to lock his legs around One's waist. One holds Two's legs in place as Two bends backward and works his head, shoulders, and arms between the legs of One. Two winds his arms around One's legs and One drops forward onto his hands. Two then grasps the heels of One, straightens his arms, lifts his head and chest and looks forward and up. Both hold these positions. The One walks forward. To release, Two lets go slowly with legs and hands. Be sure One is strong enough before beginning this stunt.

ENGLISH SET STEP

English folk dance term — usually done in place. To be complete, the pattern must be done to both sides.

Leap right, step left, step right.

Leap left, step right, step left.

FARMER IN THE DELL

Primary Singing Games Album E87

FARMER SOWS HIS SEEDS

Tune: Farmer in The Dell

First Verse: The farmer sows his seeds

The farmer sows his seeds

Heigh-o the dairy-o

The farmer sows his seeds

Second Verse: He puts them in the ground . . .

Third Verse: The sun begins to shine . . .

Fourth Verse: The rain begins to fall . . .

Fifth Verse: The seed begins to grow . . .

Sixth Verse: The farmer cuts them down . . .

Seventh Verse: The farmer stacks them up . . .

Eighth Verse: They all begin to dance . . .

Action for first verse: Single circle facing in with inside circle and sows seeds.

Second: Farmer taps each child lightly and they immediately stoop.

Third: Sun spreads sunshine on seeds.

Fourth: Rain skips around and shakes rain on seeds.

Fifth: Seeds come up slowly to any position.

Sixth: With vigorous motion, the farmer pretends to cut them down — seeds stoop.

Seventh: Farmer puts seeds in groups of two.

Eighth: The farmer, sun, rain, make a circle of three and skip while all others skip in partners of two.

FIND THE LEADER

Classroom. All players are seated in a circle. One goes out of the room while a leader is chosen. The leader begins by clapping hands (in his own place) while all others do the same. "It" enters the room, must stand in the center of players, and tries to discover who the leader is. The leader changes the action as often as possible without getting caught at it, and not so often that all have not followed him in doing the same action. (Clapping, waving arms, pointing, shaking fingers, snapping fingers, etc. are only a few actions that may be used.) All players do what the leader does as soon as possible. "It" has three guesses to find the leader. Others are chosen and the game continues. Encourage players not to stare at the leader.

FIRE CHIEF

Players are lined up side by side facing a firechief. All players are numbered in order of 1, 2, 3, 4, — 1, 2, 3, 4, etc. When the firechief calls a number, all of the number called run to a line even with the firechief, and return to their own places. Encourage running in lanes, not crossing in front of others. Game may be varied by skipping, galloping, sliding, etc.

FLOWERS AND WIND

Similar to Brownies and Fairies. The wind stands in the place of the fairies. The flowers decide the name of a flower and approach the wind. When the wind guesses the correct name of the flower, the wind chases the flowers.

FLYING DUTCHMAN

Group holds hands around circle. Two people hold hands and run around the outside (the flying Dutchmen) and suddenly the one nearer the circle slaps between the hands of two players and continues running. Those two touched, hold hands and run in the opposite direction. The two returning last to the empty space, become the new flying Dutchmen, and the game continues.

FOLLOW THE LEADER

Players are lined up behind a leader who leads them around the playground doing various motions, etc., which they must all do. Or the leader may be in the center of the circle and do things which they must do. Change to new leaders often.

FOREST RANGER

Players in a double circle facing center. Inside ones are trees. Behind each tree is a forest ranger. One player is the Lookout and stands in the center. The Lookout calls "Fire! fire in the mountains, run, run, run!" while clapping his hands. All of the rangers begin running, left around circle. The lookout quietly stands in front of one of the trees and all the rangers see him and do the same. The one left out becomes the next lookout. Trees have exchanged places with the rangers and game continues.

FORWARD ROLL

Start in a squat position, hands on floor between knees, fingers straight ahead. Take weight on hands, duck head, round upper back, let weight travel from hands by bending elbows and lowering trunk to back of neck and down back. Push off with hands and come to stand.

FROG HANDSTAND

Squat on a mat, hands flat, elbows inside and against knees. Lean forward slowly transferring weight of body to bent elbows and hands until feet swing clear of floor. Keep head up, toes pointed. Hold balance while counting to ten.

FROG HOP

Execute a deep knee bend and place both hands on the floor in front of the body. Move the hands forward a space, letting the feet follow with a simultaneous jump and kicking the legs out behind in the air.

GARDENER AND SCAMP

Divide class into three or four groups. Each group makes a large circle. One gardener stands outside, a scamp inside. The gardener says, "Who let you in my garden?" The scamp replies, "nobody," and runs pursued by the gardener. The gardener must follow the exact path of the scamp and imitate all his motions. If tagged, the gardener becomes the scamp, and a new gardener is chosen. Encourage new and different stunts by the scamp.

GATHERING PEASCODS (English)

Record RCA #45-6174

Four or five couples in one circle.

Several circles may be used.

Part One: **Slips** — all join hands and slide to left 8 counts, drop hands and **turn single** (each person turns clockwise in place).
Repeat **slips** to right and **turn single**.

Chorus — Boys leading:

A — boys join hands in center and do slips to left and back up into place 12 counts.

B — boys walks in 3 steps and clap once 4 counts. Girls do the same as the boys. Walk out 4 counts. Boys walk in 3 steps and clap once and turn once around while returning to place, 8 counts.

Repeat all of part B.

Part Two: Side

Partners face and exchange places passing right shoulders — 4 counts. Then left shoulder — 4 counts. Turn single — 4 counts.

Repeat once.

Chorus — Girls leading:

Same as with boys leading except that the girls slide and clap first.

Part Three: Arm

Partners hook right elbows, walk once around and turn single — 12 counts.

Repeat with left elbows.

Chorus — Boys lead on A and girls on repeat of B.

A — Boys slide 12 and back to place.

Girls do the same.

Boys in and clap — 4 counts.

Girls in and clap — 4 counts.

Boys in and clap and turn back to place.

Repeat B except girls go in and clap first.

The dance ends with all the girls turning back out from the center back to place.

GERM AND TOOTHBRUSH

Players are in a double circle facing center. Spaces between couples of about a yard. Each couple is a "tooth." One player, the "toothbrush," chases one who is the "germ." The germ may stand in front of any tooth to be safe. The back person of that couple must then run and try to do the same. If the toothbrush succeeds in tagging the germ, they reverse roles. Encourage quick changes so that all may run. Keep runners close to group.

GHOST

For a group of 20 or less. If there are more, make more circles. A player starts to spell a word by giving the first letter. For example, "c". The next person on his right adds a letter. The next one does the same, etc. Up to now, no one is in danger because you are allowed 3 letters. Be careful. If the next letter added completes the spelling of a 4-letter word, or more, you are 1/2 of a ghost. If the fourth and fifth players did not spell a word, but the sixth one did, then he is 1/2 of a ghost. When you become a whole ghost, you are eliminated. Play until one person wins.

GO IN AND OUT THE WINDOWS

or

GO ROUND AND ROUND THE VILLAGE

Single circle with hands joined.

First Verse — "Go round and round the village
go round and round the village
go round and round the village
as we have done before."

Second Verse — "Go in and out the window."

Third Verse — "Go now and face your partner."

Fourth Verse — "Now follow me to London."

Action: First — One or more skips around inside circle.

Second — Inside ones skip in and out windows formed by outside circle.

Third — Inside ones choose partners.

Fourth — Ones chosen follow partners who skip around circle.

GOING HUNTING

Class seated. One "hunter" walks around the room, pausing to ask a player, "Want to go hunting with me?" The ones asked, follow the hunter. When 3-6 are chosen, the hunter leads them rapidly around and up and down the aisles. When he calls, "Bang!", all the players run quickly to their places. The first one seated in his own seat becomes the new hunter for the next game.

GOING SHOPPING

"It" walks around the room pretending to be shopping in a store. The kind of store (grocery, dept. etc.) has been announced by "it" and each player decides what item in that store he will be. As "it" calls out what he is purchasing, those items fall in line behind him. This continues until "it" says quite suddenly, "Oh, I dropped my wallet!" Then all items rush back to their seats. The first one sitting in his proper place is the new "it."

GOING TO JERUSALEM

Two rows of chairs placed back to back with one less than the number of players. Phonograph or drum, or hand clapping provides the rhythm. Players march clockwise around the chairs at the start of the music. When the music stops, each sits in a chair. The one left without a seat is eliminated from the game and occupies a chair while the game is repeated until one player is left. The one left is the winner.

GOOD MORNING JUDGE

The judge sits with his back to the class. "It" creeps up beyond the judge and says, "Good morning judge" . . . Each time the voice is heard, the judge must make a guess as to who it is behind him. If he guesses correctly within 3 tries, he remains judge for another turn. If unsuccessful, "it" is the new judge. Encourage players to disguise voices, but speak distinctly.

GRAND RIGHT AND LEFT

Partners face in a single circle. Give R hand to partner and move forward passing R shoulders, give L hand to advancing person and pass L shoulders. This continues around circle alternating R and L for a designated number of times, until they meet partners, or until they reach original places, or according to directions of a specific dance.

GREET THE TOE

In a standing position, the child grasps one foot with both hands and bring that foot up attempting to touch forehead without losing balance.

GUARD BALL

Two parallel lines 10' apart. Make the length of the lines 3' per player. One team is placed within the lines, the other team has half of its players on each line facing those in center. Players on outside try to throw the ball between players in center to their own team. Players in center attempt to block the ball. A point is scored for each successful pass. Balls higher than opponents' reach do not count. Play 5 minutes and change.

GUSTAF'S SKOAL (Swedish)

Record: RCA #45-6170

Squares formed by four couples facing the center. Two head couples, two side couples are opposite each other. Girls on boys' right side.

Part One: Head couples walk forward three steps and bow on 4th count.

Repeat with side couples doing the same.

Repeat all.

Part Two: Side couples join inside hands and form arch while head couples skip forward, exchanging partners (each takes person he is facing) turn back to center, skip through the arch, dropping hands as girls go left and boys right, back to original place. Join partners hands and swing once around.

With head couples forming arch; side couples skip,

Repeat whole dance.

HAM, CHICKEN, BACON

All players except one are scattered behind 2 parallel lines 60' apart. "It" stands between the lines and calls, "Ham, ham, chicken, ham, bacon." The word bacon is the signal for all players to run to the opposite goal line. All tagged must remain in center and help "it" tag others. Runners may not cross until the original "it" calls the key word (bacon). Anyone running at the wrong person's signal is automatically caught. Center players may try to trick others by — letting a player other than "it" call the sign; or, varving the speed of the call. The last one caught is the new "it" for the next game.

HANSEL AND GRETEL (German)

Record: Folkraft #F1193; RCA #45-6182.

First Verse: Little playmate, dance with me

Both your hands now give to me

Heel and toe, away we go

Round and round the merry row.

Second: Tra - la - la - la - etc.

Third: With your feet go tap, tap, tap.

With your hands go clap, clap, clap,

Heel and toe, away we go

Round and round the merry row.

Fourth: With your head, go nip, nip, nip.

With your fingers, snip, snip, snip.

Heel and toe away we go

Round and round the merry row.

Action—

Part One: Bow to partner, join hands in skaters position (right over left facing counterclockwise).

Two heel-toe ploka step (description under **Heel-Toe Polka**).

Part Two: Skip 16 counts counterclockwise. If using RCA, march 16 then skip 16.)

Part Three: Tap foot three times

Clap hands three times

Two heel-toe polka steps

Part Four: Nod head three times

Snap fingers overhead three times

Repeat two heel-toe polka steps.

Girls move up to next partner and repeat dance.

HEAD STAND (support)

Kneel on both knees, form an equilateral triangle with the points being the head and two hands. Kick up slowly with one foot, bringing other foot up slowly until feet are over center of body. Arch back, use forehead as base. Point toes. Use a person (spotter) behind to help reach extended position. Bring one foot down to floor first.

HEEL TOE POLKA

This is a variation of the polka step. Dancers place one heel forward, same foot back and do a polka step beginning with the same foot. Continue alternating feet for the heel-toe and polka step.

HEN AND CHICKS

Class seated, "Mother hen" is sent outside while 6 chicks are chosen. All of the players and the 6 chicks lean forward on their desks covering the lower part of their faces with their arms. No need to hide eyes. "Mother hen" enters the room and walks up and down the aisles calling, "cluck, cluck, cluck" at frequent intervals. Each call must be answered with "peep, peep" from the ones chosen to be chicks. When the hen has located a chick, he touches him and he stands up. This continues until all 6 are located.

HICKORY DICKORY DOCK

Single circle facing center.

"Hickory dickory dock" — swing hands overhead —

"tick, tock, tick, tock" — hands on chest —

Stamp one foot on tick, other on tock.

"The mouse ran up the clock" — all run toward center of circle

"The clock struck one" — all clap once —

"The mouse ran down" — Return to original places.

"Hickory dickory dock" — hands over head as at first swinging like pendulum of clock.

HIDE IN SIGHT

Send one row or one group out of the room. An object is previously decided on by class and is placed somewhere in the room while the group is out. It must be in plain sight. It cannot be under anything or anywhere that would require stooping, etc., to see. The group sent out, comes in and walks quietly around the room. Each one sits as unnoticeably as possible when he sees the object. The game continues until all have found the object. Discourage pointing or any manner of revealing the object to others. The winner (first one to sit) gets to hide the object for the next game.

HIGHLAND SCHOTTISCHE (Scottish)

Record: RCA #45-6179

Formation may be in lines or circles. Partners facing. One hand curved overhead and another hand on hip. (Opposite hand over head from the foot being used).

Part One:

A—All hop on left foot, pointing right foot to side.

Hop again on left and bring right toe behind calf of left leg.

Hop again and point right toe sideward again.

Hop and bring right foot in front of left shin.

B—Beginning with right foot take a schottische step to side (right, left, right)

Repeating A hopping on right foot.

Repeat B going to left side.

C—Repeat A and B.

Part Two:

Join right hands and do four schottische steps around partner ending in original position.

Join left hands and do four schottische steps in the other direction, ending in original position.

Repeat entire dance.

Explanation of schottische step under **Schottische Step**.

HILL DILL

Two parallel lines are down 50-75' apart. All players except "it" stand on one line, while "it" stands halfway between the lines. "It" calls, "Hill Dill, come over the hill or I'll catch you while you're standing still." At that, the players must run for the opposing line. All tagged, help "it" in the next game. When all are tagged, a new "it" is chosen, and the game is continued.

HIPPITY HOP

Singing Games for Primary Grades E 87

HIT PIN SOCCER

Played like Bowling (refer to **Bowling**) except that the players dribble (feet, as in soccer) down to approximately 6-8' from the pin and pass, trying to knock down the pin. The person behind the pin must trap the ball and dribble it back to next person in line. Excellent for teaching soccer skills. In this game, the ball is never touched with the hands.

HOBBLE HOP

Grab left foot with the right hand, grab right forearm with left hand from behind and hop on right foot. Change to left side.

HOKEY POKEY

Record has actions included in song.

HOPSCOTCH

Boys and girls should both be encouraged to play in grades 2, 3, 4 at least. The children will have their own local variations, and will not need to be taught this game.

HOUD AND RABBIT

One player is the hound and one is the homeless rabbit. Divide the group remaining into groups of three. Two of the three stand with hands joined representing a hutch for the third player who is the rabbit inside his home. The hound begins to chase the homeless rabbit. This rabbit may take refuge in any tree, but only one rabbit may occupy a hutch at any time. Therefore, as soon as the homeless rabbit enters a hutch, the one who is already there must run for another hutch. The hound chases any rabbit that is running. If caught, the rabbit and hound reverse roles. Exchange hutches and rabbits, giving all a chance to run.

HOW DO YOU DO MY PARTNER

Evans, Childhood Activities #VI

HUMAN CHECKERS

A good game for parties. Three boys stand on cross marks side by side. Leave one space or cross vacant, then three girls on crosses side by side. All six are facing the same direction. The object is to see if one can get all of the boys to the girls' side and all the girls to the boys' side. Players may move or jump only in one direction as in regular checkers. The key to game is as follows: (this should not be told to players). Boy moves (the one next to vacant space is the only one who can). Girl jumps. Girl moves. Boy jumps, and all other

boys move or jump. All girls move or jump. Alternating all boys and all girls until all have exchanged places.

HUNTSMAN

Players are seated at their desks or any assigned area. One player is leader; he marches around the area in any direction he wishes and asks, "Who would like to go with me to hunt ducks" (bears, foxes, or rabbits, etc.) The players desiring to do so, fall in line behind him. When the leader has marched far enough from their seats or area, he yells, "Bang!" and all the players scamper back to their places; the first one back becomes the leader for the next game. If class is large, assign names of animals to groups of 5-6.

I SPY

Like **Hide In Sight** except when the players see the object, they walk quietly back to their seats and then say, "I spy." Encourage players not to run to their seats thus revealing the object.

IN THE MEANING OF THE WORD

"It" thinks of an adverb which the rest of the group attempts to guess. The players may ask "it" to do something in the manner of the word. For example, maybe the adverb is slowly and the guesser says, "Go over to the door in the manner of the word". "It" would walk slowly over to the door. The guesser tries to guess the adverb. The one guessing the adverb correctly, is the new "it" for the next game. Several applicable adverbs are: quickly, softly, quietly, loudly, happily, sadly, roughly, sweetly, angrily, etc. If players have difficulty thinking of adverbs at first, some of these may be suggested. The game may relate to the study of adverbs for other classroom uses.

INDIAN LEG WRESTLE

Partners lie on floor or mat with heads in opposite directions. Heads at each other's waist. Place inside hand over partner's shoulders. Raise inside legs until feet touch, lower and repeat three times. On the third time, partners hook legs and try to turn each other over with a strong leg pull.

JACK BE NIMBLE

Circle of approximately 15 players in each group.

"Jack" stands in the center while others join hands and say the following rhyme:

"Jack be nimble,
Jack be quick
Jack jump over the candle stick."

On the word "jump," they all stoop and Jack jumps over the hands of two players who separate and run in opposite directions around the circle. They pass left shoulders and return to touch Jack's hands, which are outstretched to mark the stopping point for each runner. The first one touching, becomes the new Jack.

JOLLY IS THE MILLER

Evans, Childhood Rhythms #VI

JUMP JIM CROW

Verses:

"Jump, jump, oh, jump Jim Crow
Take a little twirl and around you go
Slide, slide, and stamp just so
Then you take another partner and you
Jump Jim Crow."

Action: double circle, partners facing.
Partners join hands, jump 2 slow and 3 quick jumps in place.
Turn partners around with 8 running steps.
Partners drop hands and take 2 slides right (opposite from partner) and stamp three times.
Join hands with new partner and turn partner once finishing with 3 quick jumps.
Repeat from beginning.

JUMP ROPE

One 8' rope (sash cord or plow line) for each jumper. Practice the following activities:

- 1 — turn rope forward and jump with both feet together.
- 2 — turn rope backward and jump with both feet together.
- 3 — turn rope backward and jump on R foot 4 times then L foot 4 times.
- 4 — turn rope forward and jump on R foot 4 times then L foot 4 times.
- 5 — turn rope forward and jump on alternating feet.
- 6 — turn rope backward and jump on alternating feet.

These skills will develop muscular balance and co-ordination.

JUMP THE BROOK

Spread 2 jump ropes parallel about one foot apart. All players line up and each runs and jumps the "brook" trying not to get his "feet wet." After all have jumped, the brook is widened and the game continues. This goes on until all the players have gotten "wet." (All players remain in the game and attempt to jump the brook each time.) Encourage each one to wait until the preceding jumper has moved away before he jumps.

KALEIDOSCOPE

Easy enough for first grade, but also challenging enough for those in higher grades. It may be used in correlation with any subject e.g. states, capitols, explorers, planets, etc. Six players (depending upon grade level, may use less and add one gradually) stand in a line at the front of room. Each one says loudly and clearly the name of any color (state, planet, etc.) he wishes. Then all exchange places. The seated players take turns trying to name the colors correctly from one end of the line to the other. The player who succeeds, wins for his row the privilege of standing in front and beginning a new game.

KANGAROO WALK

Use small ball or pieces of wood to hold between knees. Hop forward without dropping objects. May be used in relay drills.

KING AND QUEEN

Two erasers or bean bags are needed. Divide group into two teams, boys and girls. Each group is seated; one King and one Queen stand at opposite ends of the room. Place an eraser on each of their heads as crowns. They cannot be touched after the game begins. The King chases the Queen anywhere in the room trying to tag her or cause her to lose her crown. If successful, the boys win one point. If the King loses his crown, the Queen turns and chases him as soon as he restores his crown. This continues until she wins a point or loses her crown (in which case the chasing reverses). When a point is made new Queens and Kings are chosen and the game continues for 5 or more points.

KLAPPDANS (Clap Dance - Swedish)

Record: RCA #45-6171

Double circle facing counterclockwise, inside hands joined. Boys begin with L foot, girls R foot.

Part One:

8 polka steps (under **Polka Step**) around circle swinging joined hands forward and back and turning body slightly face to face and back to back—8 measures.

Part Two:

4 heel-toe polka steps in side by side position facing around circle — 8 measures.

Part Three:

Place hands on hips and face partner. Boys bow, girls curtsy, and clap 3 times.

Repeat once.

Partners clap R hands together, then own hands, L hands together and turn once around to L and stamp L R L facing partner.

Repeat all of Part Three.

Repeat dance according to record.

KOLO

Evans, Folk Dances Album 11

LAME DOG

Take position on all fours, extend one leg to rear and walk or run forward on two hands and one foot.

LASSIE DANCE (Evans, Folk Dances Album G)

LAST ONE UP

The players in one row or alternate rows, stand in the aisle to the right of their desks. An additional player is added to each row, making an extra one in each row. At a signal, the players walk around their own row of desks. At the second signal, each one tries to secure a seat. The one failing, becomes the odd player next time and has one point scored against him. The winners are those with the fewest points when the game ends. To add spice, the one with the most points, may be asked to tell a story, perform a trick, sing a song etc.

LEAP FROG

In partners, one partner crouches with hands on floor. The other one places hands on partner's lower back, springs up and straddle-leaps over. Change places.

LINE DODGE BALL

Two parallel lines are drawn about 20' apart. Half way between lines, a 4' square is drawn. One player stands in the box; the remaining ones are in equal teams behind the two parallel lines. Players on both lines take turns trying to hit the center player below the waist. The center one may dodge anyway he wishes, but must keep one foot in the box at all times. If hit, he exchanges places with the one who hit him. Have more than one game if class is large enough so that all children get to participate.

LINE SOCCER

There are several variations of Line Soccer. This is only one. The main concern in the elementary grades is to teach the soccer skills of dribbling, passing, and trapping.

A field of approximately 100' x 100' (depending on available area) Boundaries may be bases put at each corner of field.

Divide class into two teams which line up at the end lines.

The first five players from each team are Forwards who go out to center of field and spread out side by side arms distance apart. Each Forward faces an opposing Forward who is his guard.

The remaining players become "goalies". Their job is to spread out arm's distance apart thus forming the scoring area on the goal line; and to prevent a goal from being scored by opposing team by a ball passing between any two "goalies" below shoulder level. Goalies may handle the ball with their hands, throw the ball, punt, or do anything to keep the ball from passing between them on the end line. They must not move forward from their line at the goal. Any ball passing the line but not between the "goalies", is considered "out of bounds". The ball is put into play by rolling it between the two forward lines. Each Forward tries to gain control of ball, dribble it, kick it through the opposing goal line. Forwards may not touch the ball with their hands. A "free kick" is given to the opposing Forward of the one who:

- Kicks ball out of bounds—

- Pushes opponent—

- Kicks opponent—

- Trips opponent—

- Touches ball with hands—

Free kicks take place at point of infraction. All players must be 5' away from the kicker.

A goal counts two points provided it is below opponents' shoulders. If ball passes above shoulders, the opposing team wins one point.

Rotate to next five players when a point is made, or after one minute of play, or at the teacher's discretion.

LINE UP BALL

A good activity for cold weather. May use a place kick, punt, drop kick, batting with the hand, bat, throwing from home plate. Place four bases as in softball. (Distance depends on abilities of players.) One team spreads out in the field; the other one lines up 15' from home base. The first batter comes up to home base and kicks (throws, bats etc.) the ball into the playing field, and immediately runs to first, second, third, and home bases. If he succeeds before the team in the field can line up behind the one who fields the ball, he makes one point for his team. If he fails, he makes one "out" for his team. Three "outs" and teams exchange places. An "out" may also be made by a fielder catching a fly ball.

LINE WALKING

Several parallel lines, horizontal walking rails, or balance beams may be used 3'-4' apart.

Divide players into several groups (depending on number of lines etc.) so that there are only a few in each group. Each group lines up at one end of selected line area. Each one walks slowly trying to make the inner border of each foot touch the line (if beams are used, this is necessary in order to stay on board).

Dramatize the activity; may do certain stunts as they walk. Emphasize individual control, skill, posture. This is NOT a contest between players.

LITTLE PONY, THE (also Trot Pony Trot)

First Verse:

- Trot, trot, trot, through the pasture lot

- Though the road be rough and stony

- Trot along my little pony

- Trot, my pony, trot, through the pasture lot.

Second Verse:

Rest, rest, rest, you have done your best
To your stable I will lead you, and on corn and oats I'll feed you,
Rest, my pony, rest, you have done your best.

Action:

Single circle facing "pony" in the center who trots around on the first verse. On second verse all players hold arms in front of chests to make stables. The pony enters one stable.

Repeat with two ponies, the original, plus the one whose stable he entered. Repeat with four, eight, etc. until all are ponies.

LOG ROLL

Lie on back with arms extended over head, legs straight, roll over slowly to end of mat. The body must move as one part or "log" to keep the direction of roll straight.

LONDON BRIDGE

Singing Games For Primary Grades #E 87

LONG BASE

Softball and bat are equipment. Players are divided into 2 teams of 3-10 players on a team. One team is in the field, the other at bat. The object is for the team at bat to score as many points as possible by making runs to long base and back without being put out. Long base is a base about 50-65' from home base in the direction of second base.

Rules:

Every hit counts—fair, foul, or tips.

When the batter hits, he must run to Long Base.

A runner may stop on Long Base; several runners may be on the base at once provided there is a batter left.

All runners on long base may score from a single hit.

When a runner leaves long base, he may not return unless a fly ball is caught.

A batter remains at bat until he hits a ball.

A runner is out:

When a fly ball hit by him is caught.

When a baseman with the ball has one foot on the base before the runner reaches that base.

This is a lead-up game for softball. It may be played also using a soccer ball and kicking or using a volley ball and batting with the hand.

LONG LEGGED SITTING.

Sit on floor with legs spread apart, knees straight, back straight. Sit tall. Put hands on one leg and slide them down to touch the foot. Sit tall. Touch other foot. Sit tall.

LOOBY LOU

Singing Games for Primary Grades # E 87

LOST CHILD

"It" turns his back while all others exchange seats and one of them goes out of the room to be the "lost child". "It" has three guesses or a time limit of 30 seconds to discover who is missing.

MAGIC CARPET

A circle of rectangles about the size of a small carpet drawn on the floor about 6' apart. The players form a single circle and march (skip, gallop etc.) around the room at a signal (music, clapping). When the signal stops or music stops, any players caught on the magic carpets, are "carried away"—quietly take seats. The game continues until all have been caught in the carpets. Players must step into each carpet as they go around.

MAN, RABBIT, GUN

Two teams line up facing each other. Each team has a leader in front facing his own team. (leaders are back to back). The teacher or another leader, says, "ready, go", at which time each team leader holds up 1, 2, or 3 fingers to his team. If the number is 1, all players on that team are MEN and they fold arms across chest. If the number is 2, all players are RABBITS, and they wave hands over ears. If the number is 3, all are GUNS, and point right arm and finger straight ahead. MAN wins over GUN, for man controls guns. GUNS wins over RABBIT, for guns kill rabbits. RABBITS wins over MAN, for rabbits outrun men. With each call, winning team scores one point, or ties; the first team reaching 10 or any designated number, wins.

MEASURING WORM

Place hands on floor, legs extended in rear, feet together. Keep arms straight, hands still, and knees straight. Bring feet by little steps up as close as possible to hands. Hold feet still and move hands by little steps forward until original position is reached. Repeat.

MEXICAN SOCIAL DANCE

Evans, Childhood Rhythms, #VI

MIDNIGHT

A home is chosen, one player is the fox. All others are chickens and follow the fox around the playground saying, "What time is it Mr. Fox? The fox answers any hour he chooses, but when he decides to say "Midnight", all of the chickens run home. If the fox tags any, they stay with him and help tag others as the game is repeated. Only the original fox may answer the chicks as to the time. The last one caught is the fox for the next game. If several are not caught, one of them is chosen.

MINUET

Several variations of the minuet step exist:

- 1—Step R (point L) step L (Point R)
- 2—Step R, step L (point R) repeat
- 3—Step R, L, R, point L

Repeat beginning with L foot.

MODIFIED SIT UP

Lie on back, bend knees, hands resting on thighs. Sit up and let hands slide to knees and return to original position.

MORRAH

The leader faces players and all stand. The leader says, "down—up—three" (or any number between one and ten). All players slap knees on "down", raise arms high overhead on "up", and show any number of fingers on either hand or both. All who have the same number of fingers showing as the number the leader calls, must sit down. The game continues until only one remains, or for a given time limit. The leader keeps his fist closed when he raises his arms.

MUFFIN MAN

Singing Games for Primary Grades # E87

MULE KICK

From a standing position, place hands on floor and swing the legs upward into the air to a momentary hand stand. Snap down to the feet by sharply flexing the hips, and pushing vigorously with the arms.

MULBERRY BUSH

Singing Games for Primary Grades #E87

NEWCOMB (for height of net see last page).

Serving:

The captain, or one appointed by the captain serves first.

The server's position is the back right hand corner of the court. This may be changed to front corner if needed to suit skill of players.

A served ball must clear the net completely.

A server may have two tries if the first one is not good; but this rule applies only when he first comes up to serve. If his first ball goes over the net and is played, he does not get the second try. If a point has been scored on his serve, he does not get a second try.

Playing:

A player receives the ball by catching it before it touches the ground on his side of the net. He must immediately throw it. The back line players pass to forward line players on their own team who throw over the net. A fumbled ball may be recovered in any way and remains in play provided it does not touch the ground.

A player may not walk with the ball, but may take several steps in order to catch it.

If the ball touches the top of the net and goes over, it is all right and remains in play except on the serve when it is called a LET ball and is played over.

Any number of players on a side may play the ball before it goes over the net, except on the serve.

Out-of-bounds:

An out-of-bounds ball caught before it touches the ground continues in play.

A ball is out-of-bounds when it strikes the ground or any object (except a player) outside the boundaries of the court. The person who last touched the ball is considered to have sent it out-of-bounds.

Scoring:

If the serving side misses, there is no point given to anyone.

If the receiving side misses, the servers get a point.

A side makes points only when it is the serving team.

Misses:

Letting the ball touch the ground

Sending the ball out-of-bounds

Batting the ball instead of catching it

Throwing the ball into or under the net

Holding the ball longer than 3 seconds

Players touching the net, even by accident

Game:

The first side making 11 points and being at least two points ahead of opponent, wins.

NORWEGIAN MT. MARCH (Norwegian)

Records: RCA #45-6173

Groups of three; preferably one boy and two girls or vice-versa. The odd one stands in front of the two holding the corner of a handkerchief in each hand. His two partners stand behind him, each holding the other corner of the nearer handkerchief, thus, forming a circle. All facing forward around the circle counterclockwise.

Part One:

Representing a guide leading tourist up a mountain, all step forward with an accented stamp followed by two unaccented ones in place. This is done seven times ending with three steps in place.

Repeat all.

Part Two:

With the same stamp-step-step, the odd one moves back under the arms of the other two (all still doing the same stamp-step-step); right person turns under odd one's left arm, left one turns under his own right arm; odd one turns under his own left arm and all face front again.

Repeat all.

NUMBER RACE

Players are divided into teams of 6-8 each. Players are numbered in each team and line up behind a restraining line. The leader calls any number; the one from each team with that number runs to a given mark and back home. The winner scores one point for his team. The leader calls another number etc. The team having the most points in a given time, wins. The game may be varied by having players to skip, gallop, hop, etc.

NUMBER TAG

Players seated and numbered in order around the room. Someone writes all the numbers in several columns on the board. "It" stands at the front and erases any number he chooses. The person whose number was erased attempts to tag "it" before he can touch the back wall of the room and return to his desk. If successful, he is the new "it". If unsuccessful, the original "it" gets another turn. (three allowed) The game continues until all numbers have been erased.

NUMBERS EXCHANGE

"It" faces the group (each of which has a number) and calls the number of any 2 players who must exchange seats. "It" tries to tag one of them before he reaches his exchange seat. The one not tagged becomes the new "it".

OATS PEAS BEANS AND BARLEY GROW

Singing Games for Primary Grades #E87

OBJECT TOUCHING

"It" walks to any part of the room and touches any object, walks back to his seat and points quickly to some one else, who must touch the same object and add another. The next person touches in order those already touched and adds another. Game continues until the highest number anyone can get correct is reached. If a person makes an error, he must sit down and choose another person.

OCEAN IS STORMY

Draw circles about 16" apart. One for every two players. All couples get in a circle and secretly decide the name of a fish. Two players are "it" in the center, and they are "whales". The whales hold hands and walk around the group calling names of fish. All who are called, hook elbows and fall in line behind the whales. Suddenly the whales yell, "the ocean is stormy!" and all fish and whales run for a vacant circle. The couple left out are the new whales. The former ones choose the name of a fish and the game continues. To make the game more exciting the teacher may call, "typhoon!" where upon everyone (even those standing still) must run for a vacant circle.

OH SUSANNA (American)

Record: Folkcraft #1186; RCA #45-6178

Single circle facing center; girls on partners' right side.

Part One:

Girls forward four steps and back four.

Boys clap in place.

Boys do same while girls clap.

Part Two:

Do-si-do partners—face partners, walk forward passing right shoulders slide to right passing back to back and walk backward to place. Do-si-do corner—same, except to person on the other side.

Part Three:

Grand right and left (explanation under Grand right and left) seven changes and meet new partner. Promenade with new partner—right hands joined over left, walk counterclockwise around circle singing last part of Oh, Susanna.

OLD MOTHER WITCH

There are various ways to play the game. One is as follows:

A witch is chosen to turn his back to his "children" who stand in their home and secretly decide to antagonize their mother (or daddy witch) by following him and saying, "Old Mother Witch

fell in a ditch,

picked up a penny and

thought she was rich".

The "witch" turns around and says "Whose children are you?" They answer (according to their secret decision) "Oh, we're Miss Smith's.". The witch says, "Well, you're not mine". The children follow and repeat the chant until they have decided to say, "Yours" when she asks whose they are. At this time, all children must run home. Those tagged by the witch must remain out of the game for one time, and a new witch is chosen from those not tagged.

OLD ROGER IS DEAD

Singing Games for Primary Grades # E87

ONE TWO BUCKLE MY SHOE

Draw two parallel lines approximately 60-75 feet apart. Players line up side by side on one line facing "it" who stands half way between the two parallel lines. The line players yell, "One, two," and "it" says, "buckle your shoe", (the line players imitate the action). Players yell, "three, four"; "it" says, "shut the door". Players imitate. This continues with "five, six"; "pick up sticks"; "seven, eight"; "run, or you'll be — Late". On the word "LATE", all players must run to the opposite line while "it" tries to tag them. If tagged, they remain out of the game one turn. The new "it" is chosen from those not tagged.

ORGAN GRINDER MAN

All except "it" are seated in regular seats. It leaves the room, someone hides an object which has been previously decided upon; when "it" returns, the class sings to the tune of "Farmer In The Dell".

The organ grinder man

The organ grinder man

We'll do the best we can to help

The organ grinder man.

As "it" approaches the object, the singing gets louder. If he goes away from the object, the voices get softer, thus leading "it" to the object.

PAW PAW PATCH

Singing Games For Primary Grades # E87

PEAS PORRIDGE HOT

Evans, Folk Dances, Album VI

PLACE KICK

Place L foot behind and to the left of ball. Right foot back, knee bent, arms raised for balance, Right foot swings forward, extend knee, ankle down to meet ball with top of instep.

Follow through:

R leg swings forward and up, knee straight, arms raised, body extended.

Preliminary steps may be taken before the kick.

POISON CIRCLE (Hot Potato)

Players stand in a circle around the room. An object (ball, eraser) is passed around when the music starts. Any lively record may be used. The leader has his back to the group, stops the music at short intervals, thus poisoning the one holding the ball and eliminating him from the game. Game continues until all are out except 2. These 2 must stand arm's distance apart and each must touch his chest with the ball before handing it back to the other one. The record is played a little longer for this. The last one still up is the winner. The "gaps" should be filled as players are put out.

POISON SEAT

Place a book on each empty seat plus one more.

These are poisoned seats and cannot be occupied. At a signal, all players must change places and try to get a seat which is not occupied, and not poisoned. The one who does not get a seat, is eliminated. He sits, placing a book on his desk. Game continues until all except two are eliminated. At Halloween, the poisoned chairs may represent haunted houses.

POLKA

In many cases the polka is taught with a hop at the beginning of the step. It comes on the last beat of the preceding measure, and the regular polk step follows: Boys step L, close R, step L, hop L

step R, close L, step R, hop R

Girls opposite foot.

PONY TROT

See Trot Pony Trot

POP GOES THE WEASEL (American)

Record: RCA #45-6180

There are many ways to do this dance. One is as follows:

1—All around the vinegar jar"

2—"The Monkey chased the weasel"

3—"The teacher pulled the stopper out"

4—"Pop goes the weasel"

5—"A penny for a spool of thread"

6—"A penny for a needle"

7—"That's the way the money goes"

8—"Pop goes the weasel"

Couples are numbered 1, 2, 1, 2, 1, 2, etc. with 1's facing 2's in a double circle. Partner's inside hands joined.

Action:

1—Move forward toward opposite couple with 4 skipping steps.

2—4 skipping steps back to place.

3—All 4 join hands and skip in cricle to left 4 steps.

4—All 1's raise arms to make arches and move counterclockwise while 2's move under arches clockwise 4 skips to meet new couple.

5-8—Same as 1-4.

PUSSY WANTS A CORNER

Each player stands on a base, a circle, bag base etc.; One player is "Pussy" and has no base. He goes up to any one and says, "Pussy wants a corner." The answer, "Go ask my neighbor." At that time all of the others try to exchange places before "Pussy" can see them and occupy a vacant base. If "Pussy" can get a place the one left out is the new "It". If unsuccessful, after a few times, "Pussy" may say, "Everybody change!"

PUSH THE BUSINESS ON

Evans, Childhood Rhythm #VI

QUOITS

A game like horseshoes played with a deck tennis ring. Distance depends on the class ability. Approximately 15' or more.

RABBIT HOP

Squat, clasping hands around knees or shins, and hop forward, springing with toes as much as possible.

RAILROAD TRAIN

One is the "trainmaster." All others are various parts of a train (caboose, engine, etc.) or objects carried by trains, e.g., lumber, coal, etc. The trainmaster tells a story and as he names parts or objects, the ones named run up and hook on to the player in front. The trainmaster gives a whistle signal when everyone is on. The train moves all around the area until it breaks apart, at which time, all players go to their original places. A new master is chosen and game begins again.

RED ROVER

Two parallel lines, two teams, with one on each line facing about 30-50' apart. Teams join hands and one team calls, "Red Rover, Red Rover, send (name) right over." The person who was called, runs and tries to break through the opposite line. If successful, he may take anyone he chooses back to his team. If unsuccessful, he must remain on the opposing team. The team with more players in a given time limit, wins. Encourage group to remember safety precautions. The players may take turns naming the one to be sent over.

RED LION

One player, Red Lion, stands in a large circle at one end of the playing area. The players taunt the lion by saying, "Red Lion, Red Lion,
come out of your den,
whomever you catch
will help you then."

The lion rushes out and tries to capture a player by putting both arms around him and saying Red Lion 3 times. If caught, he is taken back to the den. They both come out the next time and to capture a player, they must get him in their arms, encircled, and say Red Lion 3 times. Play continues to the calls given by the leader.

If Doubles is called, the lions come out in pairs. If Cow Catcher is called, they come out in threes or more in a chain, and must encircle a player to catch him. Continue until only one is left.

RELAY (simple)

Players divided into equal teams. 6-8 per team. They line up single file about 10' between teams behind a common starting line. All are facing an object which represents a turning point 40-50 feet from each team. At the signal, the first runner from each team runs around the turning point and runs back, tags the right hand of the next one in his line, who runs, while No. 1 goes to the end of his line and stoops. Continue until all have run once. The first team stooping, wins. May substitute walk, hop, skip, gallop, etc. Players must be behind starting line when tagged by preceding runner.

Relay Variation:

Overhead Relay—

Single file. First one passes the ball over his head to No. 2, etc. until the last one has it and runs to the head of the line. This continues until No. 1 is back at the head.

Over and Under Relay—

Same as preceding one except every other player must pass the ball back between his knees. The others pass it overhead.

Run and Throw Relay—

Same as a Simple Relay except that the runner has a ball and must pass it to the next player behind the starting line instead of tagging him.

Shuttle Relay—

More advanced. Each team is divided into two single file lines, facing each other. The No. 1 runs across to No. 2 and tags him and goes to the end of that line. No. 2 runs across and tags 3 and stays at the end of that line. Continues until the whole team has exchanged places. The first team finishing, wins.

RELAY WITH SOCCER SKILLS

Same as any relay described previously except that the runners dribble (with foot as in soccer) the ball to the given point and pass it on to the next runner, who traps the ball before he dribbles. No person may touch the ball with his hands during the game.

RIG A JIG JIG

Evans, Childhood Rhythms #VI

ROUND OFF

Same as a cartwheel, except that the feet land together flatfooted, arms overhead, body facing the starting position.

RUN FOR YOUR SUPPER

Circle formation with "it" in the center who walks around and suddenly drops his hand between two players and says, "Run for your supper." The two players run in opposite directions around the circle. The first one back is "it" for the next game.

RUN RABBITS RUN

Like Brownies and Fairies except the foxes stand in the place of Fairies and Old Mother Rabbit brings her little rabbits out to hunt for food. They creep around nibbling on grass nearing the foxes' line. When the leader calls, "run, rabbits, run!", the foxes chase the rabbits.

RUNNING (form)

Body weight forward, arms bent at elbows, knees moving straight ahead, feet lifted moderately to clear the ground well. Arms move in opposite direction to the legs as in walking. Feet are set down lightly on the ball of the foot, body weight kept high and controlled, with little sideward or up and down motion.

SALESMAN

"It" sells ten objects to ten people in the room. As soon as a player buys an object, he immediately puts it out of sight. When the salesman has sold everything, he tries to buy them back. If he remembers correctly what each buyer bought, he gets the object back. When he has all, another salesman is chosen. A leader records the number of mistakes in collecting the objects. The salesman with the fewest, wins.

SATURDAY AFTERNOON

Evans, Childhood Rhythms #VI

SCHOTTISCHE STEP

This step is simple and easy to do to a 4/4 meter. It can be taken in various directions.

Step R, L, R, hop R

Step L, R, L, hop L

It is interesting to combine 2 measures of schottische steps with two measures of step-hops. Many variations in direction can be worked out to add to the interest of this combination.

SELLINGER'S ROUND (English)

Record: RCA #45-6174

All in single circle facing in. Girls on partners' right.

Part One—

All join hands and do eight slips left and eight right.

Chorus —

A — Balance forward

B — Double back

C — Set

D — Turn Single

Repeat A, B, C, D.

Part Two —

All join hands, Double forward and back.

Repeat.

Repeat the chorus (twice through)

Part Three —

Side

Repeat

Repeat chorus (twice through)

Part Four —

Arm with right elbows.

Repeat with left elbows.

Repeat chorus (twice through)

Part Five —

All join hands and do eight slips left and eight right.

The record plays once through entire dance.

Explanation of terms:

Slips — Slides

Balance Forward — 2 step-hops swinging opposite leg forward.

Double Back — 4 steps back to place.

Turn Single — 4 steps turning once around to the right.

Side — face partner exchange places passing left shoulders, back to place passing right shoulders. Always face partner.

Arm — 8 light running steps around with right elbows then left.

Set—Leap R, step L, step R

Leap L, step R, step L

SENTENCE RELAY

Class is seated in rows facing the blackboard. There should be an even number of players on a row. At the signal, the front player from each team runs to the board and puts the first word of a sentence; when he is seated, the one behind him adds a word etc. until the last person has finished. The team constructing the best sentence, wins.

SET-UP NEWCOMB (grade 5)

This game is played just like Newcomb except that instead of catching and throwing only, the ball is caught and tossed up (set up), and then tapped with both hands over the net or to another team mate who catches it, sets it up and taps it. The number of player tapping the ball is not limited. The server tosses the ball and taps it in the same manner, over the net or to another player who catches it and continues the play.

SEVEN JUMPS (Danish)

Record: World of Fun #MI08; RCA #45-172.

Originally done by two men. Can be done by any two or a group in a single circle. Hands joined. The action is cumulative; each time, you do everything that you did before, and add one more action.

- 1 — Hands joined, skip left seven skips, ending with a quick jump.
Repeat to right.
- 2 — Hands folded on chest, on the long note of music, raise right knee and lower it. Join hands and stand motionless during second note.
- 3 — Repeat 1 and 2, then add the left knee before standing motionless during the long note.
- 4 — Repeat all and add kneeling on the right knee.
- 5 — Repeat all and add kneeling on the left knee.
- 6 — Repeat all and add right elbow on floor.
- 7 — Repeat all and add left elbow on floor.
- 8 — Repeat all and add the chin on the floor.
- 9 — Repeat only #1, skipping, and end with a bow to partners if in couples, to center of circle if not in partners.

SEVEN STEPS

Evans, Folk Dances Album I

SEVEN UP

Classroom game. All players except seven close eyes and put heads on desks. Seven players walk around the room, each one tapping a different person who immediately raises his hand. When all seven have tapped, they go to the front of the room and say, "Seven Up." All seven who were tapped stand up. Each guesses the person who tapped him. When all have guessed, those who were correct, exchange with the tappers who tapped them. No one reveals whether guesses were correct or not until all have guessed.

SEVENS AND THREES

Evans, Childhood Rhythms #VI

SHIPS RECORD

Classroom game. Naming any letters he chooses, "it" asks five consecutive questions concerning the record of a ship. Each question must be answered by a word beginning with the chosen letter. Answers must be given by the person called upon before "it" counts to ten. Otherwise, that person has one "shot" against him. Three shots eliminates one from the game. A sample:

The letter is "S"

First question: What is the ship's name?

1, 2, 3, 4, etc.

Answer: Suwanee.

Second Question. Who is the captain?

1, 2, 3, 4, etc.

Answer: Stewart

This continues until five questions are asked or his ship is sunk. "It" has three turns and chooses a new "it" from those whose ship was not sunk. All enter into the new game. Questions may vary to suit interest and ability.

SHOEMAKER'S DANCE (Danish)

Record: RCA #45-6171

Double circle, partners facing, girls on the outside.

"See the cobbler wind his thread" (roll arms over each other shoulder height)

"Snip, snap, tap, tap, tap," (pull arms apart twice and hammer fists together three times.)

"That's the way he earns his bread" (repeat rolling arms.)

"Snip, snap, clap, clap, clap," (pull arms and clap three times.)

"See my shoe, as good as new" (point right finger at right shoe, shake three times and tap right foot three times.)

"Come my partner, let me dance with you." (hands joined, partners turn each other once around.)

"See my shoe as good as new." (point and shake left hand and foot.)

"Come my partner, let me dance with you." (repeat turning each other once.)

After the dance is learned, girls may advance to new partners after the last turn of the dance.

SHOULDER REST

Lie face up on mat, roll back until hips are above shoulders .

Rest upper arm on mat parallel with body; brace hands against body just above the hips and help support hips in vertical position above head.

Slowly extend legs as straight and high above the head as possible. Rest weight of body on the shoulders, neck and elbows. To descend, tuck knees to chest, round back and roll down to mat.

SIT THROUGH (split through)

Weight on hands and toes, legs spread, elbows straight. Lean forward, shifting weight to arms, swing legs forward around arms and sit.

SHUFFLEBOARD

Equipment:

For table game—

court drawn on paper.

foot rulers for cues.

checkers or bottle tops for discs.

For floor game—

court chalked or painted on floor.

broom sticks with cross pieces for cues.

jar tops for discs.

Eight discs (4 of each color) and 2 or 4 cues.

Number of players — 2 or 4.

Skills to be developed:

control of force and direction in pushing an object; correct form in pushing the disc—(continuing contact rather than hitting.)

Colors:

Shuffleboard discs are usually red and black.

If paints are already on hand, use any colors.

To begin:

Choice of color is determined by each player or one of partners, playing one disc to the farthest deadline. The player getting disc closest to the line, has the choice of color. Players then put their discs in the 10-off area not touching the lines. Red is put in the right half of the area.

Playing:

Red plays first by pushing one disc toward the scoring area at far end of court. Then, black plays, then red again, etc. until all discs have been played. The players go to other end of court. takes their scores and game continues from that end with black having first shot.

If 4 people play, (doubles) the 2 who shoot from the head of the court do not walk to the other end. They wait until their partners at the other end (foot) take the scores and then play in their direction. When all 4 have had a turn, the color lead changes to black. The lead continues alternating colors for each round.

A disc which stops between the deadlines or beyond the farther baseline, should be removed before play is continued.

Scoring:

Discs score according to the number in the space where they land.

A disc touching any line does not score.

Discs played in the 10-off area, subtract 10 whether or not they are touching a line. Subtract 5 for a player stepping on or over the baseline while shooting or while another player is shooting.

Game may be set at any number suitable to time for play, skill of players etc. Usually a game is 50, 75, or 100.

Dimensions of court may be found in most Physical Education books.

SIDE ARM THROW

Develops easily from the two-arm shoulder throw. Left foot forward, twist body slightly to right; ball held in right hand. The wrist is bent to steady ball (or may use left hand to steady ball). The elbow is slightly bent as the arm is carried to the side and back. Bring it forward immediately in a plane parallel to ground and release it at waist height. The release is done with a whip of lower arm and wrist.

SIMON SAYS

Classroom game. Players are standing with leader standing at the front. The leader gives gymnastic commands which are to be executed only if prefaced by "Simon Says," (Simon says, "clap hands," etc.) If anyone executes a command which the leader does not preface by, "Simon says", he must take his seat. The row or table having the most players standing after 2 minutes of play, wins.

SKIN THE SNAKE

Any number of players divided into equal teams. Each stands with feet apart, close behind a leader for his team. Each extends his left hand back between his legs and grasps with his right hand the left hand of the player in front of him. The last player lies down on his back still holding the hand of the person in front of him. With feet apart, all players keep going backwards; as each reaches the end, he lies down keeping legs close to the person beside him. When all are on their backs, the last player (the leader) gets up and walks forward over the bodies of his teammates. The others, still keeping their grasps, follow in order until the whole team is standing in their original position.

SKIP AROUND PARTNER

Evans, Childhood Rhythms #VI

SKIP AWAY

Players in single circle facing center. "It" skips around the outside and tags a person who skips in the opposite direction. The one who skips around and back to the gap first, is "it" for the next game.

SKIP ON CROSSES

A good game to correlate with math or any kind of number work. Choose any number of players, draw any number of crosses on the floor just so that there are less cross crosses than there are players. Start music (clapping) and all players skip around until music stops. All who can, get on a cross. Those remaining are "out" and the game continues.

SKIP TAG

Players in circle facing center, "it" skips on the outside and tags a person who must skip after "it" attempting to tag him before "it" gets to the vacant space left. If successful, he is the new "it". Otherwise, "it" wins and may choose the "it" quickly for the next game.

SLAP HEELS

Jump into air and brings heels up behind and slap heels with hands.

SMALL BALL BOUNCING

Refer to Bouncing Small Balls.

SOCCER LEAD-UP GAMES

Refer to Hit Pin Soccer and Line Soccer.

SOCCER SKILLS

Pass:

With inside of foot: stand on left foot and turn body slightly to right swinging right leg sideward. Swing right leg diagonally across body, lightly tapping ball with inside of foot.

With outside of foot: leg swings across body at beginning of movement and contacts ball at end of sideward swing.

Should use either foot equally well.

Trap:

Get in line with ball, balance on one foot; lift other leg slightly with knee bent, heel low and toes raised; let the ball roll between the foot and ground. Drop sole of foot down on the ball.

Dribble:

Kick the ball with the inside of the instep or front of the instep. Should not use toe. Each kick is a gentle tap which advances the ball about 8" - 12" ahead. If the ball gets too far ahead, it has been kicked, not dribbled.

SOFTBALL

Catch:

Move in line with ball, eyes on ball fingers relaxed. As the ball is caught, bend the elbows ("give") and bring the ball in close to the body. If ball is above the waist, point fingers up. If below waist level, point them down.

Throw:

Left foot forward, eyes on target, ball in right hand, thumb and forefinger on opposite sides. Fingers comfortably spread, firm grip. Draw ball back about shoulder height, elbow bent, shoulders turned to right. Carry ball to a forward extended position; wrist and fingers give final force to the throw ("snap"). Rotate shoulders and transfer weight to left foot. Follow through with hand and body moving in direction of target.

Pitch:

Face target, feet parallel, body balanced, eyes on target, ball cupped with both hands in front of body. Swing right arm back, turning body slightly right and forward. Step forward left, swing right arm forward vigorously, releasing ball about waist height, at the end of the swing. A wrist "snap" at the end adds power. Follow through with arm extended toward target, palm up, body inclined forward.

Bat:

See Batting with Bat.

SOLDIER BOY

Singing Games for Primary Grades #E87

SPELLING BEE

For each set cut thirty-one square 4"x4" of sturdy cardboard. On twenty-six squares, put a large printed letter of the alphabet. On the remaining five, add duplicates of the letters, a, e, i, o, u. Use a different colored cardboard for each set. Drop each set (each one mixed) about 8' apart across playing area. Players are divided into as many teams as there are sets of alphabets. Three judges are chosen; teams stand in file formation behind a restraining line. The leader says, "My word has five letters" (or any number he chooses). The first five players in each team count off to be first to play. The leader says, "My word is—HORSE." (For example). Immediately, the five from each team rush to their own alphabets looking for the letters found in HORSE; each picks up a letter. The first team facing the judge and spelling the word correctly, in order, wins. Winners' team gets one point. In case of ties, each team tying, gets one point. The leader announces the number in the next word; players next in line count off etc., and the game continues. Words must not have duplicate letters except for vowels. Need 2 or more sets of cards.

SPIDER AND FLIES

Spider in 10' circle. Two goal lines are marked on opposite side of circle about 40' away. Players ("Flies") tease spider by approaching close to circle. He suddenly gives chase. Those caught, between goal lines, must remain in circle until a designated number is caught. Then, a new spider is chosen from those not caught, and game begins over.

SQUARE DANCE

Follow directions given in school albums.

SQUIRREL AND NUT

The squirrel is at the front of room with a nut or small object. Others are seated with heads bowed on one arm; the other hand is out-stretched. The squirrel quickly tip toes among players and drops nut into an out-stretched hand. The player receiving the nut chases the squirrel, who is safe only by reaching his "nest" (desk). If safe, the squirrel may be "it" for a second time. If not, his chaser becomes the next squirrel.

SQUIRREL IN TREES

Two-thirds of players in couples facing and with both hands joined. They are "trees," and are scattered about with considerable space between them. Place a "squirrel" in each tree, leaving one or more squirrels without a home or tree. At a signal, all squirrels must run to another tree while the odd squirrel(s) try to secure a tree. Rotate during game so that trees are squirrels, and all get to play.

STANDING BROAD JUMP

Stand with feet together, toes on line, take a jump forward landing on both feet. Bend knees, swing arms forward to aid. Score equals the distance from starting line to nearest heel to line.

STEP DRAW (Draw Step)

Step sideways with one foot, draw the other one to it, and transfer weight at the end of the draw. It usually occurs in $\frac{3}{4}$ or $\frac{6}{8}$ meter, but is also found in $\frac{2}{4}$ and $\frac{4}{4}$.

STEP HOP

Step right, hop right;

Step left, hop left;

Each part receives the same time value.

SWAGGER WALK

Advance slowly by stepping on left foot, swing right foot around behind and to the left of left foot by bending left knee and shifting weight to ball of left foot. Step on right foot moving forward slightly. Repeat by swinging left foot around in front of right foot, etc.

SWAT

Players are in single circle facing center. Hands are cupped behind them. "It" walks around outside of circle and slips a piece of rolled paper, or any thing suitable, in one player's hands, who begins swatting the person to his right. The person on the right begins running around the circle to avoid being hit. He is safe when he reaches home. The swatter chases and swats him as often as he can catch him. "It" remains at the open space. The swatter becomes the new "it", and the game continues. NO ONE may hit above waist level.

SWISS MAY DANCE

Evans, Folk Dances Album G

TAG VARIATIONS

Squat: Players save themselves from being tagged by assuming a squat position.

Tiptoe: All players must walk on tiptoes instead of running; mark a goal where they may rest.

Shadow: Instead of tagging others, "it" attempts to step on their shadows. Runners may escape by seeking shade, bending, twisting, etc. to get his shadow so that "it" cannot step on it.

Ankle: A player is safe from tagger by touching his hand to his ankle.

Nose and Toes:

To escape, the player must grab his nose with one hand and his toes with the other.

TANGLE

Lie face down, lower legs crossed and knees completely bent under body. Hands grasp opposite feet. Keeping this position, rock body and roll over onto back. Rock forward and stand, still clasping feet. Bring forward foot through opposite foot and hand. Feet are parallel, but hands are crossed. Let go of feet and hands and stand straight.

TANTOLI (Swedish)

RCA #45-6183

Part One: Beginning on boy's left and girl's right, do 4 heel-toe polka steps.

Part Two: Boy's hands on girl's waist, her hands on his shoulders, do 16 step-hops.

Described under **Polka** and **Step-Hop**.

TAP JACK

Played like Seven Up

TARGET TOSS

Draw several of three concentric circles on ground or floor. The inner circle 2' in diameter. The middle one 4', and the outer one 6'. Draw a restraining line 10' away from outer circle. Two to eight players line up behind line. Each takes turns tossing bean bag at the target. If the bag lands within inner circle, it scores 15 points, middle circle scores 10 points, and the outer one scores 5 points. The winner is the one with the most points in a given time; or the first one reaching a designated number. Both feet must be behind the restraining line when throwing.

TEA KETTLE

"It" leaves the room, others decide upon two words which have the same pronunciation, but different meanings. (e.g. ate and eight). "It" returns and tries to guess the words decided on by answers to questions he asks. The answer must include the word decided upon, but using "tea kettle" as a substitute for the word. For example: Suppose ate and eight are the two words. "It" may ask, "why do you look so happy this morning?" The one asked may answer, "because what I "tea kettle" this morning was very good". — or he may answer using the same word more than once in the sentence, or he may use both words. e.g., "because, I "tea kettle" this morning on time, which was at "tea kettle," and I "tea kettle" the things I should." "It" asks questions until he guesses the word. The person to whom the last question was asked is "it" for the next game.

TEACHER BALL

Players form a line or semi-circle facing the player who is the "teacher," who stands 10' away with a ball. Beginning at the right end of the semi-circle, the teacher tosses the ball to each player in turn who returns it. A player in line who misses a good throw, must go to the foot; (left hand end). If the teacher misses, he goes to the foot. The one at the head becomes the new teacher.

TELEGRAMS

Each player writes a telegram composed of words which begin consecutively with each of 10 selected letters. For parties, the game is more interesting if real telegram blanks are used. For example, the letters may be "S, F, D, T, M, F, N, H, R, A." Any telegram using these beginning letters in order would meet the requirements. "Send five dollars to me fast. Need haircut right away." After sufficient time, the player takes turns reading them to the group. The amusing results form entertainment for the group.

THREAD FOLLOWS NEEDLE

Singing Games for Primary Grades #E87

THROUGH THE STICK

Grasp a wand or broomstick behind body with both hands, palms facing forward. Bring stick up over head in front of body. Lift right foot, swing it around the right arm, placing it on the ground between the stick and body. Raise stick with left hand over head and crawl through stick, head first, by bringing stick over right knee and back. Come to an upright position, step over stick with right foot and hold stick in front of body.

TIN CAN PITCH

To be played as hot-weather game; or for children temporarily or permanently incapacitated from more vigorous play. Two to eight players, three to five empty cans (coffee cans are good) fastened to a foundation board approximately two feet square. A number value is painted below each can. (10, 20, 30, 40, 50.) Board is tilted against a wall or chair. Use five small bean bags or buttons, etc. Players in line behind the restraining line (about 10') try to throw each object into a can. The winner is the one whose score reaches a certain number (decided by participants) first.

THE TOP

Standing with feet together, spring into air and turn completely around before landing.

TOSS BALL

Children stand in circle with leader in the center who throws the ball to each in turn. They throw back to the leader. Use three or four circles per class or let 8-10 play while others play something else. Choose capable leaders, encourage good form, bein^g ready to catch. Only the one who misses goes after the ball. Progress to Teacher Ball as soon as possible.

TOSS THROW-ARM CATCH

Children stand with feet astride apart, left foot slightly advanced. Hold ball between hands, down toward knees; bend knees and bring ball down between them. Straighten knees, at same time swing arms up and forward and release the ball about waist high. If ball goes too high, release sooner. Too low, release later. Aim for the waist of catcher. At the end of first grade, children should be able to throw 10' accurately enough for another to catch.

Catch: Arms forward in front of chest, elbows relaxed, forearms and hands curved toward each other making a "basket" for the ball. Arms hug the ball at moment of contact. "Give" slightly at waist to break the impact.

TOUCH

Same as Object Touch

TRA LA LA JA SAA (Norwegian) "Ja" is pronounced "Yah"

Record: RCA #45-6173

Line One — I am waiting, I am hoping that someone will join me
in the ring.

Line Two — Oh, won't you come and be my partner while the
other people clap and sing?

Line Three — Tra la la la ja saa!
Repeat

Line Four — Won't you come and dance the way that
I do, or must I reverse and go with you?

Action:

"It" stands in center of single circle facing in.

- Line One — All clap hands to music while "it" walks around in center
- Line Two — "It" takes a partner (boys take girls and vice versa)
- Line Three — Everybody turns once around and stamps on "Ja" and claps on "Saa."
- Line Four — Center couple joins right hands and skips around each other. Then left hands and repeat.
Repeat with each in center getting a new partner; making four. Repeat with eight, etc. until all are active.

TRAINED SEAL

Lie face down, fingers on back of neck, elbows extended to side. On count One, lift head and shoulders off floor as far as possible. On Two, drop to original position. Begin with five times; gradually increase to ten as skills improve. (Strengthens upper back).

TREASURE SMUGGLERS

Choose a den in a central location. Outside boundary lines are selected, beyond which no player may go. The treasure may be a ball, eraser, etc. Players are in two teams. The "smugglers" and the "cops". The treasure is given to a smuggler (whose identity is unknown to the cops). Cops turn around while smugglers hide. At the signal, all cops hunt the smugglers. The smugglers try to reach the den without being tagged. If cops capture a smuggler, they crown him by placing a hand on his head and saying, "ponv-up the swag". If he has it, he must give it to them. A new game begins with cops being smugglers and smugglers, cops. If he does not have it, he goes free and game continues. If the smuggler who has the treasure can make it to safety, his team gets to be smugglers again. If the game continues too long, the teacher may say, "ship ahoy", where upon all smugglers must rush to the den.

TRIPOD

Place hands on mat, fingers pointing ahead. Place the head on mat ahead of hands forming a triangle. Keep weight on forehead and hands. Bend elbows so that upper arms form a shelf: slowly place right knee just above right elbow and left knee just above left elbow. To descend, bring first one leg, then the other, or tuck the chin down, push with the hands and go into a forward roll.

TUNNEL BALL

Like "Lineup Ball" except the fielding team must not only get in line, but the leader (front) must also roll the ball between his legs so that it passes without assistance between all the legs on his team. Encourage close file formation, feet spread.

TURK STAND

In a standing position, cross one foot over the other, arms extended sideward, sit down on floor without aid of hands. Stand up without aid of hands. Use arms extended for balance.

TURN AROUND ME (Czechoslovakian)

Record: RCA #45-6182

Partners are in double circles with the boys inside facing the girls.

Part One — Join right hands and with small running steps go once around and jump on last phrase.

Repeat with left hands.

Part Two — Hold right hands high; girl turns under clockwise with four steps; then boys turn under clockwise, and with both hands joined, they run once around each other and jump back in place on the last phrase.

Repeat girl turning, boy turning, and both turning once around and jump in place. The dance may be more interesting if girls advance to next boy on the last turn, and jump in front of new partner.

TWIN WALK

Partners stand back to back, elbows hooked, walk one direction using legs on one side at the same time (No. 1 steps forward on left, and 2 steps back with right).

TWO ARM SHOULDER THROW — HAND CATCH

Left foot a stride forward, ball in both hands (right in back, left in front) above right shoulder; body turned slightly to the right, weight on right foot. Straighten right arm vigorously forward releasing ball at shoulder height, arm's length: at the same time the weight shifts to forward (left) foot. For the follow through, the fingers should be pointing in the desired direction. Usually taught in second grade for more speed and distance than the Toss Throw.

Catch: Body in line with the ball, eyes on ball, fingers relaxed. As the ball is caught, elbows bend ("give") to bring the ball in, thus softening the impact, and placing the ball in readiness for throwing. Fingers upward if receiving a ball above the waist; pointed down if ball is below waist level.

TWO DEEP

A chaser and a runner are chosen, while the remaining players spread out in playing area and are bases. The chaser tries to tag the runner who is safe when he stops in front of any base. If successful, that baseman becomes the runner, etc. If the runner should be tagged, he becomes the chaser and the chaser becomes the runner. Each runner must get safe at a base other than the one he last occupied. If the class is large enough, divide for several games so that there are no more than eight players per game.

UNDERHAND THROW

Bowling: Same as Pitch under Soft-ball Pitch except the stride is longer and both knees bend to bring the body closer to the floor.

Pitching: See Soft-ball Pitch

VARSOUVIENNE (Put Your Little Foot) Swedish

Evans, Folk Dances, Album II

VERTICAL TOSS

Same as Toss Throw except for the point of aim.

Look directly overhead as the ball is released.

VIRGINIA REEL

Record: RCA #45-6180 or any square dance music, Pop Goes The Weasel
The Virginia Reel may be done several different ways.

One of the easiest is as follows:

Four or six couples arranged in two parallel lines, partners facing. The

couple at the head of the line is called the head couple; the one at the end or foot is called the foot couple. Each step is done first by the head man and foot lady, followed by the head lady and foot man. They skip or run with a sprightly step to the middle and return to place.

The sequence is as follows:

Part One:

- 1 — Meet and bow and return to place.
- 2 — Right hands — make one complete turn and return to place.
- 3 — Left hands — same as 2.
- 4 — Both hands — same as 2 and 3.
- 5 — Dos-a-dos — arms folded across chest; meet in middle pass right shoulders, around each other to back, return to place moving backwards.

Part Two:

Head couple joins both hands and slides down the center and back to place ready for the reel.

The Reel:

Head couple swings once and a half around with right elbows hooked. The man then swings the first lady in line with left elbows while his partner swings the first man. Partners turn each other again with right elbows, then swing the next in line with left elbows. Repeat until all have been turned. Partners turn a half turn and slide up to original position as head couple. Turn away from each other and lead lines down the outside of set to the foot couple's place and form an arch with both hands joined. All couples skip through the arch back to place. Repeat dance with a new head couple and the former head couple now acting as foot couple. Music repeats until the reel is completed.

VOLLEY ROTATION

Circle rotation: Used when there are only two rows, or when the middle row has only two players. All players face net and move one place clockwise.

"S" Rotation: May be used when there are three or more on the center row. All players face net and the front row moves right and back. The center row moves left and back. Back row moves right with the former server moving diagonally to left end of front row.

VOLLEY TENNIS

The object of volley tennis is to develop light controlled handling of the ball, and to develop teamwork. For this reason, there is the rule that the ball must bounce between taps on it.

Serving: The server hits the ball with an open-hand serve so that it bounces near a player on the front row who in turn bats it over the net. A served ball must bounce once before it goes over the net. Two tries are given as in tennis. He stands behind line in right hand corner.

Playing: A player receives the ball by letting it bounce once and then batting it with open hands (preferably two).

The ball must bounce once after every time batted in beginning volley tennis to teach control.

Later, as skills improve, the ball may be batted before the bounce.

The ball must not bounce twice in succession.

Three players may tap the ball before it is returned to the opposing team.

Misses: The same as in Newcomb, plus:

Letting the ball bounce twice

Batting the ball twice in succession

Catching the ball instead of batting

Batting the ball into or under net

Batting the ball with fists.

Out-of-bounds—Scoring—and Game: same as Newcomb.

Height of Net: For all net games in elementary, five feet to lessen confusion.

WALKING TAG

"It" walks around a circle of players and tags one who must walk also, but try to overtake and tag "it" before he reaches the spot left vacant in the circle. If successful, he's the new "it". If unsuccessful, the former "it" has another turn after which, if not tagged, he chooses another one to be "it".

WALKING WITH MY PARTNER

Evans, Childhood Rhythms Series VI

WEATHER VANE

One player is the "wind"; others are scattered about the area. When the "wind" calls, "North," all players turn to that direction. Same for East, West, and South. When "Variable" is called they move forward and backward. When "Tempest" is called, they turn in places three times. Those failing to follow directions may raise hand to indicate errors or pay a forfeit at the conclusion of the game, or perform some stunt designated by the other players.

WHAT TO PLAY

Children face inward in a large circle. One child is chosen to be it while all others sing (Tune: Mulberry Bush)

Mary, show us what to play

What to play what to play.

Mary, show us what to play,

Show us what to play.

The one in center says, "Play this", and shows the group an action. (Encourage vigorous movements). All do the action until the leader claps and chooses another center player. Boys choose girls, etc.

THE WHEAT (Czechoslovakian)

Record: RCA #45-6182

Sets of three. One boy and two girls or vice versa. All face counterclockwise with inside hands joined.

Part One: All walk forward sixteen steps.

Part Two: Center dancer in each group, turns one on right with right elbow, then one on left with left elbow. Center dancer may advance to next group to add variety.

WRING THE DISHCLOTH

Partners of about the same height stand back to back with hands joined overhead. Both start turning in the same direction and bring the arm down in the direction they are turning. Each goes under the other's arm. On half turns they are facing; on whole turns they are back to back.

YANKEE DOODLE

Evans, Childhood Rhythms, Series IV

